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ABSTRACT

A study examined the factors contributing to the nonreenrollment of 4-H Club members in Southeastern Florida. During the study, questionnaires were mailed to 364 4-H Club dropouts who were randomly selected from the total dropout population of 545 youth in Dade, Broward, and Palm Beach counties. Based on data from the 139 usable instruments, the researcher concluded that the decision of most of the respondents to leave 4-H was a multifaceted one. The most frequently given reasons for leaving 4-H were that the leader quit, the club disbanded, or the student had too much else to do. Older respondents were more likely to dislike project books and 4-H meetings, viewed 4-H activities as repetitious and not fun, had jobs, and had too much else to do. Nonwhite respondents were more likely to have problems with transportation and paying for projects, were unaware of 4-H opportunities, had jobs, and felt that they did not receive responsibility. Employed respondents were more likely to dislike competition, rules, and the 4-H leader; they could not express themselves, meet the other sex, or do what they wanted. (Appendixes to this report include a copy of the survey instrument and various breakdowns and summaries of the survey data.) (MN)

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FACTORS CONTRIBUTING TO NONREENROLLMENT OF 4-H CLUB MEMBERS IN SOUTHEASTERN FLORIDA

By

DANIEL FREAS CULBERT

A THESIS PRESENTED TO THE GRADUATE COUNCIL
OF THE UNIVERSITY OF FLORIDA IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF SCIENCE

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TABLE OF CONTENTS

		Page
ACKNOWLEDGEMENTS		ii
LIST OF TABLES		v
ABSTRACT		viii
CHAPTER		
I	INTRODUCTION	1
	Purpose and Objectives	3
	Need for the Study	3
	Definition of Terms	5
II	REVIEW OF LITERATURE	8
	Group Dynamics	8
	Child Development	12
	The Urban Enviroment	14
	4-H Nonreenrollment Reasons	14
	Personal Characteristics	15
	Programmatic Variables	25
	Nonreenrollment Reason Associations	29
III	RESEARCH PROCEDURE	34
	Population and Sample	34
	Instrumentation	35
	Field Testing	36
	Validity and Reliability	36
	Survey Instrument	37
	Data Collection Procedure	38
	Statistical Analysis	39

CHAPTER Page

IV PRESENTATION AND ANALYSES OF DATA 42

Objective 1 42
Objective 2 42
Objective 3 58
Associations between Personal Characteristics and Nonreenrollment Reasons 65
Objective 4 76
Associations between Programmatic Variables and Nonreenrollment Reasons 90
Objective 5 90

V SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 96

Summary 96
Conclusions 102
Recommendations 106

APPENDICES 109

A 4-H NONREENROLLMENT REASONS 109

B RESEARCH RESULTS -- 1981 DUVAL COUNTY 4-H NONREENROLLEES . . 114

C SIGNIFICANT t-TEST RATIOS FOR PAIRED DIFFERENCES BETWEEN TEST AND RETEST SCORES FOR 4-H NONREENROLLMENT REASONS . 118

D SURVEY INSTRUMENT 122

E INITIAL COVER LETTER 128

F REMINDER CARD 130

G SECOND COVER LETTER 132

H COMPARISON OF MAIL RESPONSES WITH TELEPHONE RESPONSES . . . 132

I SUMMARY OF UNUSABLE RETURNS 135

J POINT VALUES ASSIGNED TO 4-H ACTIVITIES USED TO GENERATE 4-H PARTICIPATION SCORE 136

REFERENCES 138

BIOGRAPHICAL SKETCH 142

LIST OF TABLES

Table		Page
1	Nonreenrollment Reasons Derived from Theory and Research . .	9
2	Nonreenrollment Reasons Found in 4-H Studies	16
3	Personal Characteristics Associated with 4-H Dropouts	21
4	Programmatic Variables Associated with 4-H Reenrollment Reasons Cited in Literature	26
5	Associations between Personal Characteristics and 4-H Nonreenrollment Reasons Cited in Literature	30
6	Associations between Programmatic Variables and 4-H Nonreenrollment Reasons Cited in Literature	32
7	Population and Sample Size	35
8	Number of Nonreenrollment Reasons Given by Respondents . . .	43
9	Rank Order of Nonreenrollment Reasons	46
10	Frequency and Percent of Respondents Relative to Age	59
11	Frequency and Percent of Respondents Relative to Sex	60
12	Frequency and Percent of Respondents Relative to Race	60
13	Frequency and Percent of Respondents Relative to County of Residence	61
14	Frequency and Percent of Respondents Relative to Length of Residence	61
15	Frequency and Percent of Respondents Relative to Number of Siblings Living with Dropout	62
16	Frequency and Percent of Respondents Relative to Parent's Marital Status	63
17	Frequency and Percent of Respondents Relative to Parent's Employment Status	63

Table		Page
18	Frequency and Percent of Respondents Relative to Employment Level	64
19	Frequency and Percent of Respondents Relative to their 4-H Club's Endurance	65
20	Associations between Age Groups and Importance of Selected Nonreenrollment Reasons	66
21	Associations between Sex and Importance of Selected Nonreenrollment Reasons	69
22	Associations between Race and Importance of Selected Nonreenrollment Reasons	70
23	Associations between Parent's Marital Status and Importance of Selected Nonreenrollment Reasons	71
24	Associations between Employment and Importance of Selected Nonreenrollment Reasons	73
25	Associations between Club Continuance and Importance of Selected Nonreenrollment Reasons	75
26	Frequency and Percent of Respondents Relative to Number of Other Group Memberships	77
27	Frequency and Percent of Respondents Relative to Initial Enrollment Age	78
28	Frequency and Percent of Respondents' Length of Membership	79
29	Frequency and Percent of Respondents Relative to Size of 4-H Club	80
30	Frequency and Percent of Respondents Relative to Number of Friends in 4-H	81
31	Frequency and Percent of Respondents Relative to Familiarity with 4-H Leader	82
32	Frequency and Percent of Respondents Relative to Attendance at 4-H Meetings	83
33	Frequency and Percent of Respondents Relative to Attendance at 4-H Camp	83
34	Frequency and Percent of Respondents Relative to 4-H Public Presentation Participation	84

Table		Page
35	Frequency and Percent of Respondents Relative to Number of 4-H Projects Completed	84
36	Frequency and Percent of Respondents Relative to Levels of 4-H Leadership Held	85
37	Frequency and Percent of Respondents Relative to Involvement in 4-H Competitive Events	86
38	Frequency and Percent of Respondents Relative to 4-H Recognition Received	86
39	Frequency and Percent of Respondents Relative to 4-H Leader and 4-H Agent Support	87
40	Frequency and Percent of Respondents Relative to Planning, Traveling, and Service Activities	88
41	Frequency of Participation Score Levels	89
42	Associations of Meeting Attendance and Importance of Selected Nonreenrollment Reasons	91
43	Associations of Leadership Positions Held and Importance of Selected Nonreenrollment Reasons	93
44	Associations of Award Categories and Importance of Selected Nonreenrollment Reasons	94

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Requirements for the Degree of Master of Science

FACTORS CONTRIBUTING TO NONREENROLLMENT OF
4-H CLUB MEMBERS IN SOUTHEASTERN FLORIDA

By

Daniel Freas Culbert

August 1983

Chairman: Carl E. Beeman
Major Department: Agricultural and Extension Education

The purpose of this study was to determine the diversity and degree of importance of 4-H nonreenrollment reasons, to determine if reasons were associated with selected personal characteristics and programmatic variables, and to propose recommendations based on the findings that could encourage 4-H club reenrollment. To achieve this purpose, five objectives were developed.

Data were collected through a questionnaire mailed to 4-H dropouts with followup telephone interviews of nonrespondents. A total of 139 usable instruments were completed by 364 4-H dropouts randomly selected from the total dropout population of 545 youth in Dade, Broward, and Palm Beach counties. Data were analyzed by using frequency, percent, means, weighted importance ratings, participation score, and Chi-square.

The major findings of this study were:

1. Most respondents indicated their decision to leave 4-H was multi-faceted in nature. The weighted importance of these reasons ranged between somewhat important and not important.

2. The most frequently given reasons for leaving 4-H were: the club disbanded, the leader quit, and having too much else to do.

3. Respondents were generally older than 13, female, white, long term residents, were from families with two or three siblings and married parents, had both parents working, and did not have jobs.

4. Older respondents were more likely to dislike project books and 4-H meetings, viewed 4-H activities as repetitious or not fun, had jobs, and had too much else to do. Nonwhite respondents were more likely to have problems with transportation and paying for projects, were unaware of 4-H opportunities, had jobs, and felt they did not receive responsibility. Respondents with nonmarried parents were more likely to indicate transportation problems and a lack of support. Employed respondents were more likely to dislike competition, rules, and the 4-H leader; they could not express themselves, meet the other sex, or do what they wanted.

5. Respondents generally belonged to no more than one youth group, spent less than two years in 4-H, and had more than four friends in 4-H. Few reported being absent from meetings or having parents as leaders. The respondents were rarely involved in camp, public presentations, leadership positions, program planning, service projects, and extra-local activities.

6. Respondents holding leadership positions were more likely to indicate a lack of cooperation in the club. Those not receiving awards were likely to have problems paying for projects or dues. Respondents absent from meetings were more likely to indicate a lack of activities and inconvenient meeting times.

Carl E. Beeman
Chairman

CHAPTER I

INTRODUCTION

Community based organizations are one important link in the chain of educational institutions that are available to teach children. Hill (1981) suggests that the family setting of today does not provide youth with sufficient activities and opportunities for interaction with others. Community youth organizations can assist families in teaching youth responsibility.

The 4-H Youth Development Program is one of the most common voluntary organizations that supplement educational activities. The 4-H program is a component of the Cooperative Extension Service, established in 1914 by the Smith-Lever Act. This legislation specified that:

> Extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending [Land-Grant] colleges in the several communities, and imparting to such persons information on said subjects through field demonstrations, publications, and otherwise. (USDA, 1937, p.7)

The rural society of 1914 that produced the Extension Service has changed to the urban society of today. Scott (1965) views a shift in Extension programs from a emphasis on economic development to a focus on human development. Recent legislation, including the Bankhead-Flannegan Act of 1945, the Research and Marketing Act of 1946, the 1954 Farm and Home Development Program, and the 1964 Civil Rights Act, has enlarged Cooperative Extension program efforts and potential clientele concurrent with on-going urbanization.

While public funds support the 4-H program, much of the success of its efforts depends upon community volunteers. They are trained by Extension staff to present learning opportunities for youth that are suited to local needs and interests. Private financial resources also play a major role by providing program resources and recognition programs.

Enrollment data for Florida 4-H Youth Development programs reveal three conditions (University of Florida, 1970-1981). First, in 1980, 6% of the total Florida youth population of 4-H age became involved in the program. Second, while total enrollment has risen rapidly in recent years, much of this expansion has been in the areas of 4-H special interest groups and 4-H TV programs; the traditional organized club enrollment has remained relatively static. Third, 78% of Florida's 4-H members between 1980-1982 were 12 or less years old (Fisher, 1982).

Inspection of individual county enrollment cards reveal that many 4-H members leave the program each year. Southeastern Florida is a rapidly urbanizing area that exhibits high levels of nonreenrollment. The 4-H clubs in Dade, Broward, and Palm Beach Counties each had approximately 225 members that left the program in 1980. This number of dropouts represents more than half of the total organized 4-H club enrollment in those counties during that year. Martin (1956) estimated that two-fifths of the 4-H club members quit each year in the United States.

The county plans of work in the three urbanized counties of southeastern Florida indicate that Extension staff in Dade, Broward, and Palm Beach counties are committed to increasing 4-H enrollment (University of Florida, 1981). Increasing enrollment encompasses attracting new members and retaining existing members. It would seem that an examination of factors contributing to 4-H club member attrition would be an important part of efforts to increase 4-H club enrollment.

Purpose and Objectives

The purpose of this study is to determine both the diversity and degree of importance of 4-H nonreenrollment reasons, to determine if the reasons are associated with selected personal characteristics of former 4-H members and programmatic variables, and to propose recommendations based on the findings that could encourage 4-H club reenrollment. The specific objectives of this study are to:

1. determine the diversity of 4-H nonreenrollment reasons,
2. determine the rank order of nonreenrollment reasons indicated as important to former 4-H members,
3. determine if associations exist between nonreenrollment reasons identified as being important to former 4-H members and selected personal characteristics,
4. determine if associations exist between nonreenrollment reasons identified as being important to former 4-H members and selected programmatic variables in which they were involved,
5. develop recommendations based on the findings that could increase 4-H club reenrollment.

Need for the Study

Behavioral scientists have formulated several theories of group dynamics that seek to explain the behavior of individuals in groups. March and Simon (1958) predict that groups can influence member behavior when need satisfaction is low. Members who are not satisfied will search for alternatives to the group. The reasons former 4-H members give for leaving the program can indicate potential program changes that may help satisfy youth's needs and encourage 4-H reenrollment.

Rapid urbanization in southeastern Florida will soon be duplicated

in other parts of this state and nation. According to Yep (1981) and Brown (1965b), efforts to expand Extension programs in urban areas involve improving the awareness of Extension efforts, developing links with urban research centers, establishing visibility and credibility of urban Extension work to assure local funding, and recognizing that the urban environment is different from its rural counterparts. A 1978 Gallup Survey revealed that 70% of U.S. adults preferred continuance of 4-H clubs serving both urban and rural youth (Findings Relative to 4-H, 1978).

Information concerning the contributing factors to urban 4-H dropouts is needed if enrollment is to be increased in rapidly changing areas such as southeastern Florida. The most recent efforts to specifically expand the Florida 4-H program were attempted in the middle 1960's because of a decline in enrollment, a lack of leaders, and a poor 4-H image (University of Florida, 1967). Current enrollment data and county plans of work indicate a continuation of these conditions.

State 4-H staff indicate there have been no formal studies of Florida 4-H dropouts in the past 21 years (Allen, 1981). The most current study of dropouts in Florida 4-H clubs found in the literature was 36 years old (Merton, 1947). Conditions that existed when previous research and expansion efforts were undertaken have changed. Conclusions and recommendations directed towards the society of 16 to 36 years ago may not be applicable to the conditions of today. Renewed expansion efforts need a current research base if efforts to maintain Florida 4-H enrollment are to be successful.

Definition of Terms

Personal characteristics are those qualities of a person or their environment that may indicate a behavioral norm in that environment. The personal characteristics of 4-H members examined in this study include demographic variables, family characteristics, and participation levels.

Programmatic variables are those methods, techniques, and devices found in the organizational environment with which a member interacts. Verneer (cited in Knowles, 1970) describes these functional elements as:

> Methods are ways of organizing or establishing relationships between learners and the educational institution. Most 4-H groups use a variety of group learning formats, such as workshops, demonstrations, classes, action projects, exhibits, and tours.
>
> Techniques are ways of managing the learning process. Some techniques used by 4-H leaders would be member involvement in program planning, leadership roles held by members, and the use of a practical, learn by doing approach.
>
> Devices are conditions or materials that supplement or reinforce the management (ie. techniques) of the program. Some of the devices used by 4-H programs include awards, parental participation, and group size.

4-H Youth Development Program refers to the planned voluntary educational programs run by the Cooperative Extension Service the develop knowledge and skills, and provide opportunities for the social and personal development of youth.

4-H member is a youth that has received at least six hours of planned learning experiences during the 4-H enrollment year, from September 1 to

August 31, through the 4-H Youth Development Program. While the official age of 4-H members in Florida is 8 to 18, enrollment data indicate that some youth outside this age range are active in the 4-H program.

Member at large is a 4-H member not belonging to an organized club or 4-H special interest group. These individual members particpate in recognized 4-H projects under adult supervison.

4-H dropout is a member of an organized 4-H club, or member at large, that was enrolled in the 4-H program at some time during the immediately preceeding enrollment year, but has not reenrolled for the present year. (This study examines dropouts who were members during the 1980-1981 enrollment year, but who failed to reenroll during the 1981-1982 enrollment year.)

Volunteer leader is a person in the community that teaches or assists in presenting educational programs to 4-H members within the constructs of an organized 4-H club. They are not financially remunerated.

Organized 4-H club is a group of five or more 4-H members and one or more volunteer leaders that participate in educational programs or groups that are not designed to terminate at any particular time.

Special interest groups are organized educational programs for youth that examine a topic of interest to its members. They may exist for several weeks or months, but the group is designed to terminate after the program is completed. Leaders of special interest groups can be community volunteers, professional teachers, or Extension staff.

Total 4-H enrollment refers to the total number of youth involved in the 4-H Youth Development program in a particular county or state. It consists of those enrolled in organized 4-H clubs, members at large, and special interest groups. It does not include youth that are

exclusively enrolled in 4-H Expanded Food and Nutrition Education Programs (4-H EFNEP PEP clubs) or in 4-H TV programs.

ES-327 is a report issued by county and state 4-H offices that summarize enrollment data for a given enrollment year.

Plan of work is a document prepared by county and state Extension Service units summarizing program needs, priorities, goals, objectives, and program efforts that will be accomplished in a given fiscal year.

Enrollment card (4-H 38) is a card that records information about youth involved in 4-H Youth Development programs. The 4-H member completes a new card annually, indicating their age, race, sex, club, and project interests. Comparing enrollment cards of individual organized club members and members at large will identify 4-H dropouts of the previous enrollment year.

CHAPTER II

REVIEW OF LITERATURE

An examination of the literature provides a basis for investigating reasons why members leave 4-H. The emerging field of group dynamics provides several theoretical approaches to why people leave or join groups. These theories are based on results from field experiments and laboratory tests. Child development theory and research also provide some basis for understanding this problem. Characteristics of the urban environment may effect a person's decision to leave a group. Finally, studies of specific 4-H programs reveal reasons for nonreenrollment, the relative importance of those reasons, and associations between reasons for nonreenrollment and personal characteristics and programmatic variables. A synopsis of these concepts and theories is presented in Tables 1 and 2 and the following discussions.

Group Dynamics

Many approaches to the study of groups have been advanced by the field of group dynamics. Emphasis on many of the approaches center around why people join groups rather than why they leave groups. The Exchange theory, originally proposed by Thibaut and Kelly (1959), assumes that groups are based upon the participation and satisfaction of the individuals in that group; interdependent interactions between members and groups can be described in terms of rewards and costs. From the point of view of the member, Exchange theory suggests dropouts may not receive enough rewards from membership, or that what they must sacrifice for

Table 1

Nonreenrollment Reasons Derived from Theory and Research

Nonreenrollment Reason	Sources
External factors:	
Not enough time to participate	Napier & Gershenfeld (1973)
negative evaluation of group by peers	Craig (1980), Napier & Gershenfeld (1973)
membership prevents belonging to other groups	Napier & Gershenfeld (1973)
Individual and Social factors:	
other members did not like dropout	Bonner (1959), Shaw (1981)
did not like other members	Bonner (1959)
group is not for people like dropout	Bonner (1959)
did not like leader	Napier & Gershenfeld (1973)
did not like to belong to groups	Napier & Gershenfeld (1973)
did not want learn	Brown (1965a)
another group was important	Bonner (1959), March & Simon (1958), Napier & Gershenfeld (1973), Thibaut & Kelly (1959)

Table 1-continued

Nonreenrollment Reason	Sources
Structural factors:	
too many other members	Cartwright & Zander (1968)
not aware of membership opportunities	Bonner (1959)
did not like or understand rules	Cartwright & Zander (1968), Craig (1980)
did not feel important to group	Brown (1965a), Craig (1980), March & Simon (1958)
made to do something dropout did not want to do	Napier & Gershenfeld (1973)
was not given chance to be trusted	Craig (1980)
activities were all the same	Craig (1980)
activities were too easy	HARYOU, Weldon (both in Perkins, 1974)
lost interest in group	Havighurst & Neugarten (in Perkins, 1974), Shaw (1981)
group was not flexible	Perkins (1974)

membership is too great. While the process of determining these rewards and costs is a difficult one, Exchange theory provides a basis upon which research data can be organized.

Cartwright and Zander (1968) proposed that a group may be an end in itself, or that it may be the means to an end. Shaw (1981) expanded on this framework to propose a workable classification of need satisfaction in groups. Needs satisfied from within the group itself include four factors: (a) interpersonal attraction; (b) attraction to the activities of the group; (c) attraction to the group goals; and (d) the need to belong to a group. Needs outside the group satisfied by membership include prestige and attraction to outside goals.

Smith (1974) suggested the relative importance placed upon such factors affects the behavior of the group. Clubs emphasizing interpersonal attraction will be friendly, and if too friendly, will not accomplish anything else. Clubs directed towards goal achievement are concerned primarily with efficient task accomplishment. Extension programs attempt to balance efforts between these two extremes in group behavior.

Group dynamics also has several theories explaining why people leave groups. March and Simon (1958) propose a framework drawn from the Exchange theory called the Inducement-Contribution Balance model. Included in their theory is the expectation that members leave when they do not influence the group, when substitute inducements are seen in other groups, and when the possibility for satisfying needs in the group is small. A 4-H member's inducement-contribution balance changes if they are frustrated by a lack of encouragement, if excessive demands to compete are imposed, or if other members constantly dominate the individual.

Bonner (1959) suggests two factors in group disruption: (a) reducing communication destroys the group because common interests will not be cultivated; and (b) internal group hostility, learned from differing frames of reference causes group disruption unless unlearned by behavior replacement. It is possible that a member leaves 4-H because the club disbands. In some cases, member behavior may contribute to group breakdown. Members may not stay informed of club activities or may treat other members as unequal because they are different.

A summary of eight reasons for a loss of group effectiveness, based upon an examination of numerous studies and experiments in group dynamics, by Napier and Gershenfeld (1973), is as follows: (a) disagreement on solving a problem caused feelings of frustration, inadequacy, and impotency; (b) excessive demands by the group resulted in the members feeling inadequate in a group situation; (c) dominating leadership was viewed by some members as undesirable; (d) groups with a high degree of self-oriented behavior had low feelings of belongingness; (e) membership in one group limited a member from outside activities because of conflicts in ideology; (f) outside forces negatively evaluated membership in a particular group; (g) there was competition between groups for membership in desirable organizations; (h) persons left the group if another one could better satisfy the needs of the members; and (i) a limited amount of time for participation contributed to a loss of group effectiveness.

Child Development

Child development theory reveals that a child's behavior is a function of age. Developmental differences are expected in reasons given for leaving a group. Middle childhood, roughly between six and twelve years

old, is characterized by a concern with rules, rituals, and other conformity behaviors (Craig, 1980). Peer acceptence is important to this group, and the peer group is often sexually segregated. The child needs to be trusted, and patterns their behavior on role models. Behavioral expectations are reinforced by parents, schools and other institutions.

According to Craig, adolescence coincides with cognitive improvement in awareness, imagination, judgment, and insight. This age group experiments with behavior and compares themselves with both peer and society role models. Culture contributes to behavior differences between the sexes. Males seem to be more concerned with self-esteem and pleasure, while females tend to be preoccupied with desirability and affection. Sexual development accompanies a broadening of peer interactions. The behavioral expectations of adolescents revolve around developing a self-image, which is internally derived rather than externally imposed. Fulfillment from work and other productive activities becomes more important than parental approval.

Surveys of youth participation in community and school activities reveal age differences. Cloyd, Johnson, Brandini, and Alex (1978) found youth participating in community organizations differed by age groups with respect to preferred peer interactions and the nature of the activities they were involved with. Another study found more differences than similarities between age groups; Culbert (1981) found that personal considerations (e.g. feelings of belongingness, interest level, leader compatibility) were more important with middle school children, while time and physical constraints (e.g. jobs, available time, too old for membership) were more important to high school youth in their decision to drop out of voluntary organizations and activities in the community and school.

The Urban Environment

Brown (1965b) summarized characteristics of the urban environment that differentiate it from rural areas. Needs of urban people are satisfied more often by public and private agencies than by personal initiative; this generates a perception of a lack of control and dependency. As urban relationships are more superficial and functional, the feeling of apathy is heightened. Urban areas characterized by extreme heterogeneity in occupations, interests, values, and social positions encourage people to see others as strangers. Except for the inner city, urban persons are better educated than their rural counterparts. Finally, increased mobility and the presence of more single-parent families both are characteristic of the urban environment.

In her study of literature dealing with urban youth programming, Perkins (1974) reports three reflections on why urban education is failing: (a) Weldon places the failure on attempts to apply standardized programs to unwilling or unable students; (b) Havighurst and Neugarten see programs that encourage motivation as successful and program failures resulting from a decline in interest; and (c) Harlem Youth Opportunity Unlimited, Inc. (HARYOU) explains urban dropouts as a result of educational institutions expecting only substandard performance levels. Perkins observed that two adjectives associated with successful urban programs were relevant and flexible.

4-H Nonreenrollment Reasons

While there has been little current research on 4-H dropouts in Florida, other areas of the United States have been studied to determine reasons why members leave 4-H programs. In many studies a wide variety of reasons are given with no one single reason predominating. The large

number of possible nonreenrollment reasons necessitates a structure upon which to make a classification.

A practical approach to such a problem was used in a study by Gottlieb, Lewis, and Heinsohn (1974). Reasons were put into four categories according to who could potentially control the reason given for leaving the program. Structural factors, those responses dealing with potential changes in the structure, availability, or the processes of the 4-H program, accounted for slightly more than one half of the reasons given in their study. (Gottlieb et al. called these programmatic factors. They have been renamed here to avoid confusion with the term programmatic variables used in this study.) Thirty percent of the responses were due to individual and social factors such as failure to meet needs, could not be with friends, or outgrew the program. Fifteen percent of the responses were termed external factors: competition for time, lack of resources or transportation, and parental pressure. Other reasons were put into another category where no person or group could control them.

The Gottlieb et al. scheme was used in Tables 1 and 2 to classify reasons for 4-H nonreenrollment. Table 2 shows 4-H nonreenrollment reasons found in the literature. Those reasons determined to be principal or particularly important reasons given in a study, i.e., identified by more than 10% of the sample, were indicated in Table 2 with the superscript (a) by the source. Those reasons identified as important in urban programming were marked with the superscript (b).

Personal Characteristics

Certain personal characteristics of 4-H members appear to be associated with the youth's decision to leave the program. References to variables found in 4-H studies were grouped in Table 3 according to

Table 2

Nonreenrollment Reasons Found in 4-H Studies

Nonreenrollment Reason	Sources
External factors:	
moving away	Crile (1935), Joy & Crile (1940), Sandstead (1952)
got a job	Cloyd et al. (1978)[a], Crile (1935)[a], Fain (1980)[a], Gottlieb et al. (1974)[a], Joy & Crile (1940), Nefstead (1981)
too busy (lack of time)	Cloyd et al. (1978)[a], Crile (1935)[a], Fain (1980)[a] Gottlieb et al. (1974)[ab], Merton (1947)[a], Sandstead (1952)
could not afford project	Crile (1935)
lacked transportation to meetings	Crile (1935), Cloydet al. (1978)[a], Fain (1980), Mintmier (1956), Sandstead (1952)
parents not interested or involved	Brown & Boyle (1964)[b], Cloyd et al. (1978)[a], Copp & Clark (1956), Fain (1980)[a], Jones (1947), Merton (1947)[a]
parents did not like 4-H	Fain (1980)[a], Mintmier (1956)
parents prevented participation	Fain (1980), Lyle (1958)

Table 2-continued

Nonreenrollment Reason	Sources
External factors:	
friends did not like 4-H club	National 4-H Center (1977), Westover (1977)
friends could not or did not join	Esbeck (1960), Fain (1980)[a], Gottlieb et al. (1974)[a], Merwin (1971), Nefstead (1981)[a]
Individual and social factors:	
youth of same age not in club	Merwin (1971)
brothers or sisters did not join	Copp & Clark (1956), Esbeck (1960), Mintmier (1956)
could not meet opposite sex	Gottlieb et al. (1974), Westover (1977)
4-H is not for people like dropout	Brown & Boyle (1964)[b]
not interested in agriculture or home economics	Brown & Boyle (1964)[b], Copp & Clark (1956), Jones (1947), Mintmier (1956)
could not do what dropout wanted to do	Bell (1977)[a], Fletcher (1980)
did not want to learn	Kreitlow et al. (1959)
another group was more important	Brown & Boyle (1964)[b], Joy & Crile (1940)
dropout could not express themself	Bell (1977), Fletcher (1980), Gottlieb et al. (1974)[a]

Table 2-continued

Nonreenrollment Reason	Sources
Individual and social factors:	
bored or not interested	Crile (1935)[a], Cloyd et al. (1978)[a], Fain (1980)[a], Gottlieb et al. (1974)[ab], Martin (1956), Merwin (1971), Westover (1977)
did not feel part of the group	Cloyd et al. (1978)[a], Merwin (1971)
did not like the leader	Cloyd et al. (1978)[a], Gottlieb et al. (1974)[a], Joy & Crile (1940)[a], Merwin (1971), Nefstead (1981)[a]
dropout did not like project record books	Gottlieb et al. (1974)[a], Merton (1947)[a], Merwin (1971) Nefstead (1981)[a]
felt 4-H is for kids	Merwin (1971), Sandstead (1952), Westover (1977)
4-H no longer met dropout's needs	Fletcher (1980), Gottlieb et al. (1974)[a]
Structural factors:	
no longer eligible to be in 4-H	Crile (1935), Joy & Crile (1940)
too many other members in club	Cloyd et al. (1978)
meetings too far to go to	Joy & Crile (1940)
was not allowed to participate	Lyle (1958)

Table 2-continued

Nonreenrollment Reason	Sources
Structural factors:	
did not like meetings	Nefstead (1981)
did not know when meeting was	Fain (1980), Letlow (1961)
not enough activities	Nefstead (1981)[a]
activities were all the same	Westover (1977)
leader did not know what to do	Martin (1956)
leader was too bossy	Gottlieb et al. (1974)[a], Martin (1956), Westover (1977)
leader lacked control over club	Merton (1947)
club lacked direction	Gottlieb et al. (1974)[a], Kreitlow et al. (1959)[a]
dropout did not like competition	Fain (1980)
leader quit	Brown & Boyle (1964)[b], Crile (1935)[a]
club disbanded	Crile (1935)[a], Joy & Crile (1940), Sandstead (1952)
not enough cooperation	Peltzer (1979)
was not important to the group	Westover (1977)

Table 2-continued

Nonreenrollment Reason	Sources
Structural factors:	
4-H not important to dropout	Merwin (1971)
dropout received no respect	Boggs (1976)
not given leadership responsibility	Bell (1977), Gottlieb et al. (1974)[a], Jones (1947), Merwin (1971)[a], Westover (1977)
lack of parental support or encouragement	Joy & Crile (1940), Nefstead (1981), Sandstead (1952), Youngstrom (1950)
did not get help from leader	Sandstead (1952)
agent or leader did not give enough awards or recognition	Harman (1951), Martin (1956), Mintmier (1956), Sandstead (1952), Westover (1977)

Table 3

Personal Characteristics Associated with 4-H Dropouts

Personal Characteristic	References cited where the Personal Characteristic: encourages dropping out	has no effect	discourages dropping out
increased age of member	Fletcher (1980), Grandy (1950), Gottlieb et al. (1974)		
member is female	Crile (1935), Mintmier (1956), Nefstead (1981)	Copp & Clark (1956) Gottlieb et al. (1974)	Harman (1951)
member is non-white		Gottlieb et al. (1974)	
county of residence is urban	Gottlieb et al. (1974)		
length of residence longer	Esbeck (1960)		Nefstead (1981)
larger family size	Nefstead (1981)		
parents employed full time	Gottlieb et al. (1974), Nefstead (1981)		
employment of member	Gottlieb et al. (1974), Nefstead (1981)		

Table 3-continued

Personal Characteristic	References cited where the Personal Characteristic: encourages dropping out	has no effect	discourages dropping out
membership in other groups		Copp & Clark (1956), Fain (1980), Gottlieb et al. (1974), Mintmier (1956), Youngstrom (1950)	
larger size 4-H club	Esbeck (1960), Harman (1951), Youngstrom (1950)		
friends not in 4-H	Copp & Clark (1956) Esbeck (1960), Fain (1980)		
younger age at first enrollment			Copp & Clark (1956), Crile (1935), Fain (1980), Jones (1947), Mintmier (1956), Youngstrom (1950)

their reported effect on reenrollment.

Developmental differences expected within a population of 4-H youth would be considerable when examining a population of youth ranging from 8 to 18 years old. Additionally, national, state, and local enrollment figures for 4-H clubs indicate that there are fewer members in 4-H in the upper part of this age range. Gottlieb et al. (1974) found approximately 75% of 4-H dropouts fail to reenroll at about the time they enter high school.

Conclusions associated with sex of a 4-H member must be prefaced with enrollment figures indicating most 4-H members are female. Florida 4-H enrollment data show 59% of the members were female (Fisher 1982). There is no clear consensus on how sex effects reenrollment, but individual 4-H studies point to sexual differences in the various reasons for non-reenrollment and in interest patterns among various 4-H activities. Gottlieb et al. (1974) found females were more likely to indicate "could not meet boys" as a reason for dropping out than boys citing "could not meet girls". Differences in project interests vary with sex as it was found that home economics was a more appealing subject to girls than to boys (Culbert 1981).

As reported in Weatherford and Weatherford (1982), 83% of all U.S. children under 14 were white, 15% were black, 6% Hispanic, and 2% of other races. Migration patterns identified by Wegmann (1979) showed a net effect of increasingly concentrating minority children in cities and non-minority children concentrating outside cities. Marth and Marth (1980) showed that the percentage of minorities is greater in urban areas than in rural areas of Florida. While blacks comprise 15% of the total Florida population (ibid.), the Florida 4-H population was 25% black in the same year (USDA, 1981). While 7% of the total Florida population was Hispanic,

the proportion of persons with Spanish surnames varied from 22% in Dade County to 3% in Broward County. Florida 4-H programs now reach a population that is 4% Hispanic.

Significant county differences in 4-H dropouts were found by Gottlieb et al. (1974) when rural and urban counties were contrasted. Higher urban dropout rates were attributed to the agricultural emphasis of the 4-H program. The 1980 census indicated that Palm Beach had more than 200 persons per square mile, while Broward and Dade had more than 500 persons per square mile (Fernald, 1981).

Length of residence was found to encourage dropping out of 4-H by Esbeck (1960), while Nefstead (1981) suggested that the opposite trend applied. Brown and Boyle (1964) found urban youth generally lived in the same place for shorter periods of time than their rural counterparts. Beaulieu (1982) indicated that only 10% of the population increase in Dade County from 1970-1980 was due to natural increase; less than 1% of the increase in Broward and Palm Beach Counties was due to birth in the same period.

Data on United States families point to an increasing number of single-parent families. In Dade, Broward, and Palm Beach Counties, three out of every five marriages end in divorce or annulment (Marth and Marth, 1981). Mintmier (1956) found closer family relationships are associated with improved 4-H reenrollment rates. Nefstead (1981) found divorced or separated parents were less likely to be involved in 4-H activities with their children than were married parents. The level of parental employment effects the amount of parental participation possible and indirectly will effect a member's decision to leave 4-H. Nefstead (1981) found more mothers of dropouts were employed full time than mothers of continuing members

and more mothers of continuing members were employed part-time than those of dropouts. Gottlieb et al. (1974) observed that children of working mothers are less likely to be involved in the 4-H program than non-working mothers.

Two recent studies revealed approximately half of the 4-H dropouts were employed (Gottlieb et al., 1974; Nefstead, 1981). However, the number of dropouts stating that having a job caused them to leave youth programs was less than 50% in other studies (Crile, 1935; Culbert, 1981; Fain, 1980).

Programmatic Variables

Programmatic variables have been examined in 4-H nonreenrollment studies. Table 4 summarizes those methods, techniques, and devices that were found to influence 4-H member attrition. A variable may have positive or negative effects on reenrollment depending upon location, methodology, and the date of the study.

Numerous 4-H studies conclude that competition from other groups has little effect upon nonreenrollment (Copp and Clark, 1956; Fain, 1980). Other studies conclude that 4-H dropouts are likely to leave other groups and that 4-H reenrollees are likely to be involved with other activities (Esbeck, 1970; Gottlieb et al., 1974; Nefstead, 1981). Estimates of the number of youth not belonging to any voluntary group range upwards to 60% of all youth (Cloyd et al., 1978; Culbert, 1981).

A youth joining 4-H at an early age is often able to complete more projects, participate in more activities, and compete for more awards than youth joining later. Copp and Clark (1956), Crile (1935), Fain (1980), Jones (1947), Mintmier (1956), Sandstead (1952), and Youngstrom (1950) all agreed that the earlier a member joins 4-H, the longer they

Table 4

Programmatic Variables Associated with 4-H Reenrollment Reasons Cited in Literature

Programmatic Variable	Effect on Reenrollment	Sources
Methods:		
attended 4-H camp	inconclusive	Brown & Boyle (1964), Gottlieb et al. (1974), Harman (1951), Jones (1947), Martin (1956)
gave public presentation	increases reenrollment	Gottlieb et al. (1974), Jones (1947), Lyle (1958), Martin (1956)
club had community service project	increases reenrollment	Cloyd et al. (1978), Esbeck (1960), Fletcher (1980), Jones (1947), Kreitlow et al. (1959), Lyle (1958), Martin (1956), Merwin (1971)
member participation in 4-H contests	inconclusive	Jones (1947), Lyle (1958), martin (1956)
attended county, district or state 4-H activities	increases reenrollment	Copp & Clark (1956), Fain (1980), Gottlieb et al. (1974), Harman (1951), Letlow (1961), Lyle (1958)
had a chance to travel	inconclusive	Brown & Boyle (1964), Gottlieb et al. (1974)

Table 4-continued

Programmatic Variable	Effect on Reenrollment	Sources
Techniques:		
completed a 4-H project	generally increases reenrollment	Harman (1951), Jones (1947), Kreitlow et al. (1959), Letlow (1961), Sandstead (1952), Youngstrom (1950)
held club office or was committee chairman	increases reenrollment	Esbeck (1960), Jones (1947), Letlow (1961), Lyle (1958), Merwin (1971) Mintmier (1956), Nefstead (1981) Youngstrom (1950)
helped to plan program	increases reenrollment	Fain (1980), Jones (1947), Lyle (1958) Merwin (1971), Peltzer (1979)
visited by leader or agent	increases reenrollment	Harman (1951), Jones (1947), Martin (1956), Merwin (1971)
regular club meeting attendence	generally increases reenrollment	Gottlieb et al. (1974), Harman (1951) Letlow (1961), Esbeck (1960)

27

Table 4-continued

Programmatic Variable	Effect on Reenrollment	Sources
Devices:		
won a 4-H award	increases reenrollment	Crile (1935), Harman (1951), Martin (1956), Mintmier (1956), Westover (1977)
parent was a 4-H leader	increases reenrollment	Copp & Clark (1956), Gottlieb et al. (1974), Merwin (1971), Nefstead (1981)
age of 4-H club increased	inconclusive	Harman (1951), Merwin (1971) .
parent provided transportation	increases reenrollment	Mintmier (1956)

will stay in the program.

Members of larger clubs were more likely to drop out than those belonging to smaller clubs (Esbeck, 1960; Harman, 1951; Youngstrom, 1950). Presumably, larger clubs must share their leader's time with more members and there is more potential for a communications breakdown to occur.

Youth's friends effect 4-H reenrollment. Copp and Clark (1956) and Esbeck (1960) found that dropouts had fewer friends in 4-H. Fain (1980) found that dropouts had more non-4-H friends. Friendship involvement and peer evaluation of the program played a significant role in 4-H reenrollment.

Members having brothers and sisters in the 4-H program were more likely to reenroll in some cases (Copp and Clark, 1956; Mintmier, 1956), while they were more likely to drop out in another (Esbeck, 1960). Nefstead (1981) found that 4-H dropouts came from slightly larger families than those of continuing members.

Nonreenrollment Reason Associations

The thrust of previous 4-H dropout studies was the identification of associations between those leaving the program and their characteristics or impressions about 4-H. Associations between nonreenrollment reasons and personal characteristics of former 4-H members found in the literature were summarized in Table 5. Associations between nonreenrollment reasons and programmatic variables were summarized in Table 6.

Several 4-H studies indicate 4-H dropouts differed with respect to age in reasons given for nonreenrollment. Cloyd et al. (1978) indicated older 4-H dropouts were more likely than younger dropouts to cite the following nonreenrollment reasons: having a job; being too busy; and could not meet the other sex. Conversely, this study indicated older

Table 5

Associations between Personal Characteristics and 4-H Nonreenrollment Reasons Cited in Literature

Personal Characteristic	Nonreenrollment Reason Association cited	Source
age of member	got a job	Cloyd et al. (1978)
	lacked transportation to meeting	Cloyd et al. (1978)
	friends could not/ did not join 4-H	Merwin (1971)
	could not meet members of opposite sex	Cloyd et al. (1978)
	bored or not interested	Cloyd et al. (1978)
	dropout felt 4-H was for kids	Gottlieb et al. (1974)
	dropout outgrew 4-H	Merwin (1971)
	did not like leader's sex	Cloyd et al. (1978), Martin (1956)
	dropout was too busy	Cloyd et al. (1978)
sex of member	did not like the other members	Cloyd et al. (1978)
	not given leadership role	Cloyd et al. (1978)

youth were less likely to cite 4-H as boring and problems with transportation. Merwin's 1971 study of 4-H youth showed that older members were more likely than younger members to indicate their friends were not in 4-H and felt they outgrew the program. Crile (1935) found that those indicating they were not interested in 4-H were more likely to be 14 or more years old. Older youth in the study conducted by Gottlieb et al. (1974) often commented that 4-H was for little kids.

Several research reports concluded that sex itself does not effect 4-H reenrollment (Cloyd et al., 1978; Copp and Clark, 1956; Martin, 1956). However, among reasons given for leaving 4-H, sexual differences existed. Cloyd et al. (1978) found younger respondents preferred leaders of the same sex. Especially among urban elementary school children, slightly more than half the boys preferred to be in all male club, while three-fourths of the girls preferred a club with both sexes. Older girls were more likely to express an interest in assuming leadership roles than boys.

Programmatic variables appeared to be associated with specific nonreenrollment reasons. It would seem that youth involved in several clubs, organizations, or other groups would have less time and would be apt to indicate they were too busy. However, Nefstead (1981) found 4-H dropouts were less involved in school sports and clubs and nonschool sports activities than continuing 4-H members; the dropouts in her study spent proportionally more time with their friends and employment. Gottlieb et al. (1974) found youth from suburban areas, where more activities are available for youth, most frequently gave the nonreenrollment reason "too busy with other activities." Sandstead (1952) showed that 4-H dropouts indicating that they were too busy were involved with many school activities. Copp and Clark (1956) found membership in other groups was not associated

Table 6

Associations between Programmatic Variables and 4-H Nonreenrollment Reasons Cited in Literature

Programmatic Variable	Nonreenrollment Association Cited	Source
belonged to another group	dropout too busy (lack of time)	Copp & Clark (1956), Fain (1980), Gottlieb et al. (1974), Nefstead (1981), Sandstead (1952)
joined at an early age	did not receive recognition	Sandstead (1952)
gave public presentation	lacked support or encouragement	Fain (1980)
completed a 4-H project	did not like project record book	Gottlieb et al. (1974), Martin (1956)
held club office or was committee chairperson	not given leadership role or enough responsibility	Merwin (1971), Mintmier (1956)
won a 4-H award	did not like competition	Gottlieb et al. (1974)
visited by leader or agent	lacked support or encouragement	Harman (1951)
helped to plan program	bored or not interested	Merwin (1971)
club had community service project	did not feel part of the group	Martin (1956)

with nonreenrollment and no basis was found for the belief that 4-H loses members to other youth groups. Fain (1980) found no significant differences between continuing 4-H members and dropouts with respect to their participation in other youth groups.

Visitation of 4-H members by their leaders or 4-H agent encouraged youth to remain in 4-H. Harman (1951) indicated members not visited by the 4-H leader were more likely to leave 4-H.

Participation in various 4-H activities seemed to be associated with certain nonreenrollment reasons. Fain (1980) found members not giving public presentations were also likely to indicate a lack of support or encouragement. Martin (1956) and Gottlieb et al. (1974) both found those never completing a 4-H project were likely to be dissatisfied with 4-H project record books required to complete a project. Merwin (1971) and Mintmier (1956) agreed that youth not holding positions of 4-H leadership were likely to indicate they received insufficient levels of responsibility. Martin (1956) felt clubs with community service projects were more likely to encourage a feeling of belonging to the group than 4-H clubs without community service projects. Merwin (1971) found a majority of the 4-H dropouts never had a chance to plan the 4-H program and suggested this contributed to boredom or lack of interest in 4-H. Gottlieb et al. (1974) proposed that 4-H youth not receiving recognition for their effort included individuals disliking competitive events. Sandstead (1952) found youth joining at older ages would be less likely to receive higher levels of 4-H recognition.

CHAPTER III

RESEARCH PROCEDURE

The specific research procedures utilized in this study are discussed in this chapter. The following discussion delineates the target and sample populations, describes the procedures used in the development and field testing of the survey instrument, estimates the validity and reliability of the instrument, reports the data collection procedures, and identifies the procedures used in the statistical analysis of the data collected to complete the objectives of this study.

Population and Sample

The target population consisted of former 4-H members living in Dade, Broward, and Palm Beach Counties enrolled as members of organized 4-H clubs or members at large for any length of time during the 4-H enrollment year that ended on August 31, 1981 and who failed to complete and return a 4-H enrollment card to their county 4-H office before November 10, 1981. This population was generated by comparing individual 4-H member enrollment cards (4-H 38) for the 1980-1981 enrollment year with cards returned to their 4-H offices by November 10, 1981. Those individuals who did not have a card on file for the new enrollment year were termed 4-H dropouts and included in the target population.

Using these procedures, 545 4-H dropouts were identified; 270 in Dade County, 153 in Broward County, and 122 in Palm Beach County. Based on enrollment figures for the 1980-1981 enrollment year, these numbers represent between 77% and 45% of the organized 4-H club enrollment in these counties (see Table 7).

A proportionally stratified random sampling procedure was used to determine the sample. Sample sizes were calculated (Questionnaire Design and Use, 1978, 8) based on a ±5% degree of accuracy as follows: 91 dropouts from Palm Beach County, 107 dropouts from Broward County, and 164 dropouts from Dade County. The result was a total sample of 364 4-H dropouts. A table of random numbers was used (Rand, 1955, 1-3) to select individual dropouts included in the sample in order that the results could be generalized to the entire population of 4-H dropouts in the three counties included in the study. Total dropout population and sample sizes are shown in Table 7.

Table 7

Population and Sample Size

County	Total dropout population	Organized club dropout rate	Sample size
Dade	270	77.4%	164
Broward	153	51.3%	107
Palm Beach	122	45.2%	91
Total	545	- - -	364

Instrumentation

Because of the geographical distribution of the target population and because of time and cost considerations, a closed-form questionnaire with space for open-ended comments was determined to be the most appropriate method for collecting the data required to achieve the purpose of this study. Items included in the drafts of the instrument were derived from the review of literature and suggestions from the following sources:

faculty members and graduate students in the Department of Agricultural and Extension Education, faculty members in the Department of 4-H and Other Extension Youth Programs, county Extension 4-H Agents, volunteer 4-H leaders, and current and former 4-H members.

Initial drafts of the instrument included 129 reasons former 4-H members might give for leaving the program. Reasons were subsequently condensed into 47 nonreenrollment reasons by graduate students and faculty members and included in the final instrument. The synthesis worksheet used for this process is found in Appendix A.

Field Testing

After review by graduate students and faculty, a draft copy of the instrument was field tested. Forty-one 4-H dropouts identified in Duval County, Florida were mailed the instrument, cover letter and a stamped, addressed envelope. After four days a reminder card was sent to all 41 dropouts. Those not responding within ten days were telephoned. A total of 21 instruments were returned, including two returned as undeliverable, producing a field test response rate of 43.6%. Results from the field test are found in Appendix B.

Field testing procedures also involved two interviews conducted in Alachua County, Florida to test for readability and completion time. Minor wording changes in the instrument resulted from this effort. Average completion time for this instrument was estimated to be 23 minutes.

Validity and Reliability

Content and criterion validity were judged by graduate students and faculty in the identification of variables that would be appropriate in achieving the purpose of this study. Construct validity was judged

through an observation and interview process with 4-H dropouts in Alachua County. After completing the instrument without assistance, two dropouts were asked to explain what each statement meant to them. Their responses were compared with the intent of the statement by the interviewer. Several wording changes were made where the former 4-H member's interpretation was at variance with the intent of the statement.

Reliability was calculated through a test-retest procedure accomplished with data from the field test. The 19 dropouts that returned the field test instrument were sent a second copy of the same instrument three weeks after the first administration. Ten test-retest observations were generated. Coded data from the ten responses was keypunched and analyzed by the University of Florida Computer Center using the Statistical Analysis System (Barr, Goodnight, Sall, and Helwig, 1976).

Appendix C summarizes data for the combined mean test and retest scores for the nonreenrollment reasons, the paired difference t-ratios and the significance level. The overall reliability coefficient for the instrument generated from the test-retest procedure was alpha = 0.92339. The data generated from field testing indicates that a high degree of reliability exists within the survey instrument.

Survey Instrument

The survey instrument mailed to the sample is shown in Appendix D. The instrument was divided into three sections. The first section was designed to obtain data about the personal characteristics of the 4-H dropouts. The second section was designed to obtain data about the diversity and degree of importance of 4-H nonreenrollment reasons. The third section was designed to obtain data about the programmatic variables with which former 4-H members were involved.

Data Collection Procedure

On December 2, 1981, 364 survey instruments, cover letters and business reply envelopes were mailed to the sample. The initial cover letter can be found in Appendix E. Each survey instrument was coded so the researcher could identify those who had not returned their instrument. Participants were instructed to return their completed instrument to the state 4-H office by December 11, 1981. Five days after the initial mailing a reminder card was mailed to all 364 persons in the sample. Fourteen days after the initial mailing a second cover letter (Appendix G) and another survey instrument and business reply envelope were sent to dropouts not responding by December 15, 1981. Dropouts were instructed to return their completed instruments to the state 4-H office by December 24, 1981.

On January 5, 1982, 82 dropouts randomly selected from a list of nonrespondents were contacted by telephone. Nineteen additional instruments were completed through telephone interviews. Comparison of telephone interviews with mail returned instruments revealed only one variable significantly different between nonrespondents and mail returned instruments (Appendix H). Chi-square revealed that with the exception of sex the nonrespondents were not significantly different from the respondents. It is felt that the results from this study are representative of the target population of 4-H dropouts in Dade, Broward, and Palm Beach Counties.

Of the 364 instruments mailed out, 46 were judged to be unusable. Twenty-nine instruments were returned by the postal service as undeliverable. Seventeen returns were judged unusable because the respondents were either current 4-H members or never were 4-H members. Thirteen

members were defined as 4-H dropouts because their enrollment cards were returned to the county 4-H office after November 10, 1981. Unusable returns are summarized in Appendix I.

A total of 139 instruments were completed by the sample including the 19 telephone interviews. Based upon an identified sample of 318 4-H dropouts and using these research procedures a response rate of 44% was achieved.

Statistical Analysis

Data from completed survey instruments were transferred to IBM keypunch cards. Each card was then verified to detect and correct any errors.

Objective 1, to determine the diversity of 4-H nonreenrollment reasons, was achieved by reviewing the literature and interviewing current and former 4-H members and leaders to obtain possible nonreenrollment reasons. A measure of the diversity of 4-H nonreenrollment reasons was calculated as the mean number of reasons indicated as important to the respondents.

Objective 2, to determine the rank order of nonreenrollment reasons indicated as important to former 4-H members, was achieved by the respondents indicating the relative importance of each nonreenrollment reason and identifying the most important reason why they left 4-H. Data for objective 2 were analyzed for frequencies and percentages. A rank order of 4-H nonreenrollment reasons was obtained by assigning point values to the various levels of importance (very important = 3, somewhat important = 2, not important = 1, no response = 1). Point values were summarized and a mean importance value was calculated for each reason. In order that the variability be expressed more clearly,

weighted importance ratings were generated by subtracting one from the mean importance value and multiplying the difference by 50 (Broschat, 1979). These standardized ratings resulted in values within a possible range of 0 to 100.

Objectives 3 and 4, to determine if nonreenrollment reasons are associated with selected personal characteristics and programmatic variables, was achieved by comparing data from the respondents for those associations identified in the literature and by professional 4-H staff that could influence 4-H reenrollment. The data were analyzed by Chi-square and the results were displayed in tables. The .05 level of significance was established as the critical standard.

The overall participation level of each individual was estimated by calculating a participation score. Response categories for 4-H activities examined in questions 6-12 and question 15 of the instrument (Appendix D) were assigned point values. A panel of judges rank-ordered response categories for these activities from the highest to lowest participation indicated for each activity. Rankings were averaged to produce a rank order of response categories. The rank order of response categories was divided into five levels of participation and each level was assigned a point value (Appendix J). These procedures resulted in a possible range of 4-H member participation scores from 38 to 7.

Objective 5, to develop recommendations based on the findings that could increase 4-H reenrollment, was achieved by a critical examination of the results of Objectives 1-4. These recommendations are found in Chapter V.

All statistical analyses were conducted using the Statistical Analysis System (Barr et al., 1976) for the University of Florida IBM installation in Gainesville and the computing center at the Agricultural Research and Education Center in Fort Lauderdale. Results from the analysis of data for Objectives 1-4 are reported in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

In this chapter, data are presented that describe the diversity and rank order of importance of the reasons given by 4-H members for leaving the program. In addition, data are presented that describe associations between nonreenrollment reasons by selected personal characteristics and programmatic variables.

Objective 1

Objective 1 sought to determine the diversity of 4-H nonreenrollment reasons. In the development of the instrument, 129 possible reasons former members might give for leaving the 4-H program were identified (Appendix A). Duplications were eliminated and similarities were condensed by graduate students and faculty members into the 47 nonreenrollment reasons included in the final instrument (Appendix D).

Many respondents indicated there were several reasons why they left the 4-H program. The data in Table 8 show the number of nonreenrollment reasons given by the respondents. More than one-fourth of the respondents indicated there was only one important reason why they left the 4-H program. The mean number of reasons given in this sample was 7.77 with a range of 37 to 1.

Objective 2

Objective 2 sought to determine the rank order of nonreenrollment reasons indicated as important to former 4-H members. Each respondent was asked to rate the relative importance of 47 nonreenrollment reasons

Table 8

Number of Nonreenrollment Reasons Given by Respondents

N = 139

Number of reasons	Frequency	Number of reasons	Frequency
1	38	16	3
2	20	17	4
3	5	18	1
4	4	19	2
5	8	20	2
6	7	22	1
7	4	23	1
8	1	24	2
9	6	26	2
10	4	28	2
11	5	29	1
12	7	30	1
13	5	36	1
14	1	37	1

in making their decision to leave the 4-H program. Three levels of importance were established and assigned point values in order that the data could be analyzed by calculating weighted importance ratings for each nonreenrollment reason.

Numerical values were assigned to the reasons as follows: 3 = very important; 2 = somewhat important; 1 = not important or no response. Values were used to produce a mean importance for each nonreenrollment reason and resulted in values from 1.06 to 1.61 within a possible range of 1.0 to 3.0. In order that the variability be expressed more clearly, weighted importance ratings were generated by subtracting one from the mean importance value and multiplying the difference by 50 (Broschat, 1979). These standardized ratings resulted in values from 3 to 31 within a possible range of 0 to 100.

The frequency and percent of the levels of importance for each nonreenrollment reason are recorded in Table 9. Those reasons are listed in a rank order based on a weighted importance rating for each reason.

Respondents were also asked to identify one most important reason for leaving the 4-H program. Thirteen survey instruments were returned without a most important reason or with several most important reasons. When the rank order computed by the frequency of most important reason was compared with the rank order generated by the mean importance rating, rankings were found to differ greatly. For example, the reason "I felt too old for 4-H" differed by 29 rank order positions between these two methods. Only three reasons were ranked the same by both methods: "the leader lacked training or experience;" "not enough duties or responsibilities were given to me;" and "the activities were too easy." Because data for Objective 1 revealed most respondents based their decision on

several reasons, it was determined that a rank order based on the most important reason would not be used for this study.

Table 2 indicated those nonreenrollment reasons cited in the literature that were identified by more than 10% of the sample in previous studies. If the same criterion of importance is used, 70.2% of the nonreenrollment reasons examined in this study may be termed "particularly important" reasons for leaving the 4-H program.

Table 9 summarizes the data describing the rank order of nonreenrollment reasons. In the following discussion, the term important refers to the percentage of respondents indicating that reason as either very important or somewhat important.

The nonreenrollment reason "the club disbanded or broke up" was indicated as very important to 28.8% of the respondents. A total of 32.4% of the respondents felt that this was important in their decision to leave 4-H. Two respondents indicated they left 4-H because everyone else stopped attending, while another reported their club never got started.

The nonreenrollment reason "the leader quit" was important to 33.1% of the respondents. This reason was very important to 25.2% of the respondents. Comments explaining why the leader left included: (1) the leader moved, (2) "the leader didn't care enough about 4-H," (3) "the leader just got tired of it," (4) the leader had a job, and (5) the leader got sick. Seven youth would have continued their membership if the leader had not quit.

The nonreenrollment reason "I had too much else to do" was indicated by 36.7% of this sample as being important. This was the highest level of agreement on any one reason as being important in the decision to leave 4-H. There were 21.6% of the respondents viewing this reason as very important. Comments indicated respondents did not have time because of

Table 9

Rank Order of Nonreenrollment Reasons
N = 139

Rank Order	Nonreenrollment Reason	Very Important		Somewhat Important		Weighted Importance Rating[a]	Most Important
		frequency	percent	frequency	percent		frequency
1	the club disbanded or broke up	40	28.8	5	3.6	31	17
2	the leader quit	35	25.2	11	7.9	29	22
3	I had too much else to do	30	21.6	21	15.1	29	22
4	there was a lack of cooperation in the club	29	20.9	12	8.6	25	1
5	I didn't like the meetings	22	15.8	17	12.2	22	1
6	4-H was boring	19	13.7	19	13.7	21	4
7	the meetings were held at the wrong times	17	12.2	21	15.1	20	2
8	4-H was not fun	13	9.4	22	15.8	17	1
9	there was too little to do in 4-H	12	8.6	20	14.4	16	0

Table 9-continued

Rank Order	Nonreenrollment Reason	Very Important		Somewhat Important		Weighted Importance Rating[a]	Most Important
		frequency	percent	frequency	percent		frequency
10	the leader lacked training or experience	15	10.8	14	10.1	16	4
11	transportation was a problem	14	10.1	14	10.1	15	8
12	I didn't feel part of the group	14	10.1	15	10.8	15	5
13	4-H favored certain members over others	15	10.8	11	7.9	15	5
14	I got a job	15	10.8	10	7.2	14	6
15	the activities were always the same	11	7.9	17	12.2	14	1
16	I didn't like filling out project books	11	7.9	17	12.2	14	3
17	I didn't get enough support or help	13	9.4	12	8.6	14	1
18	agriculture or home economics was not interesting to me	13	9.4	11	7.9	13	0

Table 9-continued

Rank Order	Nonreenrollment Reason	Very Important frequency	Very Important percent	Somewhat Important frequency	Somewhat Important percent	Weighted Importance Rating[a]	Most Important frequency
19	I wasn't aware of what I could do in 4-H	12	8.6	12	8.6	13	2
20	I couldn't do what I wanted to do	11	7.9	12	8.6	12	2
21	4-H didn't change with me as I grew older	10	7.2	14	10.1	12	0
22	not enough duties or responsibilities were given to me	10	7.2	13	9.4	12	1
23	my feelings couldn't be expressed	8	5.8	17	12.2	12	0
24	the competition was not fair	11	7.9	10	7.2	12	1
25	I moved away	14	10.1	4	2.9	12	9
26	I didn't like the other members	9	6.5	13	9.4	11	2
27	I didn't like the 4-H leader	9	6.5	11	7.9	10	2

Table 9-continued

Rank Order	Nonreenrollment Reason	Very Important frequency	Very Important percent	Somewhat Important frequency	Somewhat Important percent	Weighted Importance Rating[a]	Most Important frequency
28	my friends left 4-H	8	5.8	12	8.6	10	3
29	I didn't like the rules	7	5.0	14	10.1	10	0
30	paying for projects or dues was a problem	8	5.8	12	8.6	10	2
31	the activities were too easy	6	4.3	12	8.6	9	0
32	there was too much competition	4	2.9	14	10.1	8	0
33	I was not given the chance to help others	6	4.3	11	7.9	8	0
34	another group was more important to me	8	5.8	5	3.6	8	1
35	I couldn't meet members of the opposite sex	7	5.0	8	5.8	8	0
36	I didn't get enough awards or recognition	5	3.6	12	8.6	8	1
37	I was no longer eligible to belong to 4-H	10	7.2	0	0	7	6

Table 9-continued

Rank Order	Nonreenrollment Reason	Very Important frequency	Very Important percent	Somewhat Important frequency	Somewhat Important percent	Weighted Importance Rating[a]	Most Important frequency
38	my friends didn't like 4-H	5	3.6	10	7.2	7	0
39	4-H is for farm kids	7	5.0	6	4.3	7	0
40	the activities were too much work	2	1.4	15	10.8	7	1
41	I felt I was too old for 4-H	9	6.5	1	0.7	7	3
42	my parents didn't like 4-H	7	5.0	3	2.2	6	0
43	the leader didn't like me	5	3.6	4	2.9	5	0
44	the other members didn't like me	4	2.9	6	4.3	5	0
45	my brothers or sisters left 4-H	2	1.4	6	4.3	4	0
46	I didn't want to learn anything	1	0.7	8	5.8	4	0
47	I wasn't allowed to participate	2	1.4	5	3.6	3	0

[a]weighted importance rating = (mean importance-1) x 50; possible range 100 to 0.

school activities or family responsibilities. Six respondents indicated they still thought that 4-H could be a desirable or beneficial use of thei~ time. One respondent stated "I had to devote most of my time to school. [To stay in 4-H] I had to become less active which I probably wouldn't like, since I had been accustomed to hard work and responsibilities in the club."

In this sample, 29.5% of the respondents agreed that the reason "there was a lack of cooperation in the club" was important in their decision to leave 4-H. There were 20.9% of the respondents indicating this as a very important reason. Comments indicated some respondents were thwarted in their attempts to cooperate with their club. "I never tried to force others to participate, but they were just too lazy. I realized I was just wasting my time." Another respondent reported that "everyone kept bossing everybody else around."

The nonreenrollment reason "I didn't like the meetings," was important to 28.0% of the respondents. There were 15.8% of the respondents viewing it as very important. Comments as to what respondents did not like about the meetings were "the meeting was always loud and had no purpose," and "the meetings were a bunch of little kids running around and acting like idiots." Poor initial response to 4-H meetings encouraged at least one respondent to leave the program.

There were 27.4% of the respondents indicating "4-H was boring" was important in deciding to leave 4-H. Of those respondents indicating this reason as important, 13.7% felt it was very important and another 13.7% felt it was somewhat important. One respondent said, "I've been to the camps, competitions, etc., and I don't find it exciting."

The nonreenrollment reason "the meetings were held at the wrong

times" was cited by 27.3% of the sample as being important. There were 12.2% of the respondents viewing this reason as very important. Parents of an eight year old girl felt meetings were too late for a school night.

The nonreenrollment reason "4-H was not fun" was important to 25.2% of the respondents. There were 9.4% of the respondents indicating this reason as very important. One respondent thought "4-H is no longer capable of being fun."

Twenty-three percent of the respondents indicated "there was too little to do in 4-H," was important in their decision to leave 4-H. This reason was very important to 8.6% of the respondents.

Several respondents believed the leader's abilities left room for improvement as 20.9% viewed "the leader lacked training or experience" as an important reason. Two respondents observed the leader lacked training or experience in discipline. Another respondent felt the leader lacked self-control. Two more respondents were not pleased with the way project instruction was handled: "I left because I took rabbits and all the leader would talk about was horses, cows, and goats;" the other respondent wrote "I feel it is the responsibility of the leader to help each person individually, not just appoint project leaders."

"Transportation was a problem" was important to 20.2% of the respondents. Parents with full time jobs may not be able to provide transportation: "my mom has no time to take me and my sister over to take care of our horses."

The nonreenrollment reason "I didn't feel part of the group" was important to 20.9% of the respondents. There were 10.1% of the respondents viewing this reason as very important.

Favoritism may be a reason for youth to disassociate from the 4-H

program; 18.7% of this sample agreed that "4-H favored certain members over others" was important. Two respondents indicated that children of leaders often benefited from special treatment. One respondent indicated that "4-H wasn't for me because of the bad leadership and special favors to certain members." Another respondent wrote "my heart goes out for some of the kids that aren't as fortunate as I. I feel there is partiality shown (with kids that have better horses, etc.)."

Having a job was of importance to 18.0% of these respondents in deciding to leave the 4-H program. There were 10.8% of the respondents indicating this reasons as very important. The percentage of respondents stating that they had jobs was 32.6%.

The nonreenrollment reason "the activities were always the same" was important to 20.1% of the respondents. This reason was very important reason to 7.9% of the respondents. One respondent suggested 4-H "needs more activities at meetings and parties."

One 4-H activity is completing project books. It was found that 20.1% of the respondents felt that not liking this activity was important in their decision to leave the 4-H program. One comment was "I think there is too much to fill out in the project books."

"Not getting enough support or help" was important to 18.0% of the respondents. Three comments were received concerning the support or help received by former members. One respondent said that 4-H should have adult supervision. Another reported "only two or three other club members were willing to help." A 4-H graduate felt "the local leader or agent left too much to the parents and children."

"Agriculture or home economics was not interesting to me" was cited as being important to 17.3% of these respondents. There were 9.4% of the

respondents indicating this was a very important reason.

"I wasn't aware of what I could do in 4-H" was important to 17.2% of the respondents. Three respondents stressed the importance of opportunity awareness: "I wasn't sure of what the club was doing. No one ever explained it to me;" "agents and leaders should inform the members of all activities and projects that are offered, and give ample time to plan to attend these events;" and "I was never told about 4-H camp until the leader's son was telling everybody about how much fun he had. I never knew about being eligible for judging or contests until now." A suggestion given by a graduate of the 4-H program was "membership would increase greatly if 4-H was promoted better, since many people think 4-H is no longer existant or maybe don't know about it at all."

Youth stating that "I couldn't do what I wanted to do" as being important comprised 16.5% of the respondents. Some 4-H clubs specialize in a particular project, and one youth reported that "the 4-H group I was in was more for horses than steers. After I sold my steer I had no reason for the 4-H." Another respondent reported that "I didn't have the choice of projects I would like to do such as aircraft."

Those citing "4-H didn't change with me as I grew older" as important comprised 17.3% of the respondents. There was 7.2% of the respondents giving this as a very important nonreenrollment reason.

There were 16.6% of the respondents agreeing that "not enough duties or responsibilities were given to me" was an important nonreenrollment reason. One youth reported "the leader did almost all the work and kids rarely got to learn any leadership." A respondent that graduated from the program suggested "every member should be urged to attend State Council and State Legislature and participate in as many activities as

possible to meet and learn about new people and things."

There were 18.0% of the respondents agreeing that "my feelings could not be expressed" was important in their decision to leave the 4-H program. There were 5.8% of the respondents indicating this reason was very important.

Those agreeing that "the competition was not fair" was an important nonreenrollment reason comprised 15.1% of the respondents. One graduate of the 4-H program stated "many times during my nine years in 4-H I felt that the judging in certain competitions was not fair. I feel that many 4-H members were awarded ribbons that they did not deserve." Another example of unfairness indicated by two respondents was that rules were sometimes not enforced for all members.

Thirteen percent of the respondents said "I moved away" was important in their decision to leave 4-H. There were 10.1% of the respondents indicating this reason as very important. Among the respondents were former members who had moved to other counties within Florida and to Washington, California, and Saskatchewan.

"I didn't like the other members" was indicated as an important reason for nonreenrollment by 15.9% of the respondents. One former member indicated "there were only three other people my age...little kids that had just joined 4-H thought it was a playing around club." A personality conflict was given by another respondent. A third respondent stated "I left 4-H because I am very self-conscious and I am not friendly with all the people involved in 4-H, or at least, they are not with me."

There was 14.4% of the respondents indicating "I didn't like the 4-H leader" was important in their decision to leave the 4-H program. There were three instances where respondents did not like the leader's behavior;

one said "the leader yelled and swore too much" and another indicated "the leaders don't seem as nice as they could be to the kids."

There were 14.4% of the respondents reporting that "my friends left 4-H" was an important reason for leaving 4-H. Only 5.8% of the respondents felt this was very important.

Another reason for leaving 4-H, "I didn't like the rules," was indicated as being important to 15.1% of the respondents. A former 4-H member said "the leader was always changing the rules to fit her family." A parent of one respondent indicated "different rule books are applied at 4-H horse shows, and in one, an outdated rule book was used."

"Paying for projects or dues was a problem" was cited by 14.4% of these respondents as being important in their decision to leave 4-H. One respondent observed that "I could not affort do buy and keep a steer near my home."

Importance of the reason "the activities were too easy" was indicated by 12.9% of the respondents. Only 4.3% of the respondents felt this was a very important reason for leaving 4-H.

Thirteen percent of the respondents indicated that "there was too much competition" was an important nonreenrollment reason. Only 2.9% of the respondents viewed this reason as very important. One boy that was part of a team demonstration said "we won first place at the county contest, but the district contest was very embarassing for me. We messed up bad, and a girl I like saw me mess up too. I never wanted to show my face to any of those people again."

There was 12.2% of the respondents indicating that "I was not given the chance to help others" was important in their decision to leave 4-H. Only 4.3% of the respondents felt this was a very important reason.

Only 9.4% of the respondents felt that "another group was more important to me" was an important reason for leaving the program. There was only 10.8% of the sample indicating the importance of the nonreenrollment reason "I couldn't meet members of the opposite sex."

Among the respondents, 12.2% felt the reason "I didn't get enough awards or recognition" was important. Only 3.6% of the respondents felt that this reason was very important. One respondent reported "I didn't get enough recognition for the time I put in."

Only 7.2% of the respondents indicated that "I was no longer eligible to belong to 4-H" was important in their decision to leave the program. One boy reported that "my horse died and I was no longer eligible to belong to the club." Another boy indicated "I had to quit because there was not a 4-H group in my age bracket." One girl said "it's too bad you have to drop out when you graduate."

"My friends didn't like 4-H" was given by 10.8% of the respondents as an important nonreenrollment reason. Only 3.6% of the respondents felt that this was a very important reason for leaving 4-H.

A rural image of 4-H contributing to 4-H attrition was important to 9.3% of the population who cited "4-H is for farm kids." Five percent of the respondents felt it was a very important reason.

There was 12.2% of the respondents indicating "the activities were too much work" as an important nonreenrollment reason. Only 1.4% of the respondents felt it was a very important reason.

There were 7.2% of the respondents indicating "I felt I was too old for 4-H" as an important reason for leaving the program; 6.5% of the respondents indicated it was a very important reason. Comments indicating how age differences might effect 4-H attrition were: "in our club

I was the oldest member and all of the activities were geared for the 9 to 10 year olds," and "the leader of our club was a good leader after being in 4-H for so many years, but she could not really relate to us few teenagers as a younger leader could have."

The six other nonreenrollment reasons examined in this study and the percentage of the respondents indicating their importance were: "my parents didn't like 4-H," 7.2%; "the 4-H leader didn't like me," 6.5%; "the other members didn't like me," 7.2%; "my brothers or sisters left 4-H," 5.7%; "I didn't want to learn anything," 6.5%; and "I wasn't allowed to participate," 5.0%.

Objective 3

Objective 3 sought to determine if associations exist between nonreenrollment reasons identified as important to former 4-H members and selected personal characteristics. Each youth was asked to respond to ten items describing selected personal characteristics of the respondent: age; race; county of residence; length of residence; number of siblings; parent's marital status; father's employment status; mother's employment status; and 4-H member's employment status. The data were summarized by frequency and percent of responses to each category of the personal characteristic indicated. Categories of personal characteristics were collapsed to reduce response categories and simplify data analysis. Potentially significant associations between personal characteristics and nonreenrollment reasons were suggested from the literature and professional 4-H staff. Groups defined by collapsed levels of personal characteristics were then compared with selected nonreenrollment reasons, analyzed by Chi-squre, and displayed in tables to show associations.

The mean age of the respondents was calculated to be 13.45 years old. As Fisher (1982) indicated the mean age of Florida 4-H members enrolled in 1980-81 was 11.07 years old, these respondents were older than other 4-H members. Approximately half of these respondents left the 4-H program at the time they entered high school, estimated to be 13 years old. Data were grouped into two categories, young members (13 or less years old) and old members (14 or more years old). Data summarizing the age of the respondents is found in Table 10.

Table 10

Frequency and Percent of Respondents Relative to Age
N = 139

Age	Frequency	Percent
9 or less	8	5.8
10	9	6.5
11	15	10.8
12	22	15.8
13	15	10.9
14	12	8.6
15	23	16.5
16	19	13.7
17 or more	16	11.5

It can be seen in Table 11 that one-third or 33.8% of the respondents were male and two-thirds or 66.2% were female. Fisher (1982) indicated that the sex ratio for the 1980-1981 enrollment year for 4-H members in organized 4-H clubs were 41% male and 59% female. These figures

concur with other 4-H enrollment data indicating that more 4-H members are female.

Table 11

Frequency and Percent of Respondents Relative to Sex
N = 139

Sex	Frequency	Percent
male	47	33.8
female	92	66.2

It can be seen in Table 12 that 87.6% of the respondents were white. The racial composition of the 1980-81 Florida 4-H population is included for comparison (Fisher, 1982). Further analysis of this variable was made on the basis of white and nonwhite categories.

Table 12

Frequency and Percent of Respondents Relative to Race
N = 139

Race	Frequency	Percent	Percent in Florida 4-H Population
American Indian	1	0.7	0.3
black	12	8.8	28.2
Hispanic	3	2.2	3.9
white	120	87.6	67.0
other	1	0.7	0.6

Table 13 shows the respondents with respect to their county of residence. Dade County residents comprised the largest segment of both the sample and the respondents, with Broward County residents being the second largest portion among both respondents and the sample.

Table 13

Frequency and Percent of Respondents Relative to County of Residence
N = 139

County	Frequency	Percent	Population Percent[a]
Dade	58	41.7	49.5
Broward	44	31.7	28.1
Palm Beach	37	26.6	22.4

[a]calculated from Table 7.

It can be determined from data in Table 14 that 43.5% of the respondents have lived in southeastern Florida for ten years or less with 18.9% of the respondents living in this area for five or less years. The majority of the respondents had not recently migrated into this area, but had lived here for nearly all of their lives.

Table 14

Frequency and Percent of Respondents Relative
to Length of Residence
N = 138

Length of Residence	Frequency	Percent
less than one year	4	2.9
one year	3	2.2
two years	9	6.5
three years	2	1.5
four years	6	4.3
five years	2	1.5
six to ten years	34	24.6
more than ten years	78	56.5

Table 15

Frequency and Percent of Respondents Relative to Number of Siblings Living with Dropout
N = 137

Number of Siblings Living with Dropout	Frequency	Percent
none	19	13.9
one brother or sister	56	40.9
two brothers or sisters	37	27.0
three brothers or sisters	9	6.6
four brothers or sisters	11	8.0
five or more brothers or sisters	5	3.6

As indicated in Table 15, the number of respondents with only one sibling living with the respondent was 40.9% of this sample. The mean number of siblings in this sample was calculated to be 1.62 brothers or sisters living with the respondent. Less than one-seventh of the respondents or 13.9% were the only child at home.

Inspection of Table 16 reveals that those indicating their parents were married comprised 70.3% of the respondents. Of the remainder, 19.5% indicated their parents were divorced, 5.1% were widowed, 2.9% were single, and 2.2% were separated. Further analysis of this personal characteristic was based on those respondents with married parents compared with the 29.7% of the respondents that had nonmarried parents.

Table 16

Frequency and Percent of Respondents Relative to Parent's Marital Status
N = 138

Marital Status	Frequency	Percent
married	97	70.3
seperated	3	2.2
divorced	27	19.5
widowed	7	5.1
single	4	2.9

Table 17

Frequency and Percent of Respondents Relative to Parent's Employment Status
N = 139

Employment Status	Father's Employment		Mother's Employment	
	frequency	percent	frequency	percent
parent doesn't work	9	6.5	43	30.9
parent works one part time job	3	2.2	26	18.7
parent works one full time job	100	71.9	60	43.2
parent works one full time job and one part time job	8	5.7	4	2.9
parent works two full time jobs	3	2.2	2	1.4
I don't know how much parent works / no response	16	11.5	4	2.9

Data in Table 17 show that 82% of the fathers of respondents were employed outside the home, while 66.2% of the mothers were employed outside the home. Conversely, respondents reported that 30.9% of their mothers were not employed, while only 6.5% reported that their fathers were not employed. It is interesting to note that respondents were more knowledgable about the employment status of their mother than that of their father.

Table 18

Frequency and Percent of Respondents Relative to Employment Level
N = 138

Employment Level	Frequency	Percent	Employed Percent
I don't have a job	93	67.4	-
I work 2 hours or less per week	2	1.5	4.4
I work 3-5 hours per week	8	5.8	17.8
I work 6-10 hours per week	5	3.6	11.1
I work 11-20 hours per week	8	5.8	17.8
I work 21-40 hours per week	6	4.3	13.3
I work more than 40 hours per week	4	2.9	8.6
The number of hours I work changes from week to week	12	8.7	26.7

As indicated in Table 18, more than two-thirds of the respondents do not work at a job outside the home. Of those 45 respondents that were employed, 26.7% are working a variable number of hours per week and another 51.1% are employed less than 20 hours per week in jobs outside the home.

Table 19

Frequency and Percent of Respondents Relative to their 4-H Club's Endurance
N = 120

Status of Club	Frequency	Percent
4-H club continued	62	51.3
4-H club disbanded	58	48.7

The 4-H agents from the counties studied were asked to indicate those 4-H clubs continuing to function during the 1981-1982 enrollment year. Based on the identification number on the survey instrument, it was possible to determine for most respondents if their club continued or disbanded. Data in Table 19 indicated that 51.3% of the respondents were known to belong to 4-H clubs that continued to exist after they left the 4-H program. It should be noted that 34% of the clubs disbanded before the 1981-1982 enrollment year began. Nineteen respondents were either members at large and did not belong to a club, or these youth did not indicate their 4-H club on their enrollment card.

Associations between Personal Characteristics and Nonreenrollment Reasons

Respondents were placed into two age categories, young (13 or less years old) and old (14 or more years old). Associations were made between these age groups on their response to the importance of 17 selected nonreenrollment reasons. Six associations were found to be significant at the .05 level of significance using a Chi-square test. Four of these associations were also found to be significant at a .01 level of significance. Data for these associations are recorded in Table 20.

Table 20

Associations between Age Groups and Importance of Selected Nonreenrollment Reasons
N = 139

Nonreenrollment Reason	Young dropouts[a]		Old dropouts[a]		Chi-square value
	percent[b]	weighted importance[c]	percent[b]	weighted importance[c]	
I felt I was too old for 4-H	0	0	14.3	14	10.62[d]
I didn't like filling out project books	10.1	7	30.3	21	8.52**
I didn't like the meetings	17.4	13	38.6	31	7.72**
4-H was not fun	15.9	12	34.3	23	6.21**
I got a job	10.1	7	25.7	21	5.71**
I had too much else to do	27.5	20	45.7	38	4.94*
the activities were always the same	13.0	10	27.1	18	4.29*
4-H was boring	20.3	15	34.3	26	3.43
I couldn't meet members of the opposite sex	7.2	5	14.3	11	1.79
my friends didn't like 4-H	8.7	5	12.9	9	0.63
4-H didn't change with me as I grew older	17.4	11	17.1	14	0.01

Table 20-continued

Nonreenrollment Reason	Young dropouts[a]		Old dropouts		Chi-square value
	percent[b]	weighted importance[c]	percent[b]	weighted importance[c]	
4-H favored certain members over others	17.4	13	20.0	16	0.15
I wasn't aware of what I could do in 4-H	14.5	12	20.0	14	0.74
the leader lacked training or experience	18.8	17	22.9	15	0.34
transportation was a problem	18.8	17	21.4	13	0.14
the meetings were held at the wrong times	27.5	20	27.1	19	0.01
I didn't like the 4-H leader	15.9	12	12.9	9	0.27

[a]Young dropouts were 13 or less years old; old dropouts were 14 or more years old.

[b]Percent of age group indicating this reason as very important or somewhat important.

[c]Weighted importance = (mean importance-1) x 50; possible range of 100 to 0.

[d]Chi-square test invalid.

*$p<.05$.

**$p<.01$.

Older respondents indicated that the following nonreenrollment reasons were significantly more important to them than did younger respondents in their decision to leave 4-H: "I didn't like filling out project books;" "I didn't like the meetings;" "4-H was not fun;" "I got a job;" "I had too much else to do;" and "the activities were always the same." As none of the younger respondents felt that "I felt I was too old for 4-H" was important, it should be noted that the statistically significant Chi-square value for this reason results in an invalid test of significance.

Table 21 displays the results of ten associations that were made on the basis of the sex of the respondent. None of these associations were found to be statistically significant.

The data presented in Table 22 summarize selected associations of the respondent's race by the importance of selected nonreenrollment reasons. Five of the associations were found to be statistically significant at the .05 level, with three of these associations also significant at the .01 level of significance. Nonwhite respondents indicated that the following reasons were significantly more important to them than white respondents in their decision to leave 4-H: "paying for projects or dues was a problem;" "I got a job;" "I wasn't aware of what I could do in 4-H;" "transportation was a problem;" and "not enough duties or responsibilities were given to me."

The data presented in Table 23 summarize six selected associations between the marital status of the respondent's parents and the importance of nonreenrollment reasons. Two of these associations were indicated as being statistically significant. Respondents with parents that

Table 21

Associations between Sex and Importance of Selected Nonreenrollment Reasons
N = 139

Nonreenrollment Reason	Male dropouts		Female dropouts		Chi-square value
	percent[a]	weighted importance[b]	percent[a]	weighted importance[b]	
I couldn't do what I wanted to do	23.4	19	13.0	9	2.42
I couldn't meet members of the opposite sex	17.0	13	8.0	5	2.86
4-H didn't change with me as I grew older	17.0	13	17.4	12	0.01
my feelings couldn't be expressed	19.1	12	17.4	12	0.07
not enough duties or responsibilities were given to me	14.9	12	17.4	12	0.14
I didn't feel part of the group	19.1	14	21.7	16	0.12
my brothers or sisters left 4-H	2.1	2	7.6	4	1.72
there was too little to do in 4-H	17.0	13	26.1	17	1.44
I wasn't aware of what I could do in 4-H	14.9	10	18.5	15	0.28
I didn't get enough support or help	12.8	10	20.7	16	1.31

[a]Percent of sex group indicating this reason as very important or somewhat important.

[b]Weighted importance = (mean importance-1) x 50; possible range of 100 to 0.

Table 22

Associations between Race and Importance of Selected Nonreenrollment Reasons
N = 139

Nonreenrollment Reason	Nonwhite dropouts		White dropouts		Chi-square value
	percent[a]	weighted importance[b]	percent[a]	weighted importance[b]	
paying for projects or dues was a problem	41.2	29	10.8	7	10.99**
I got a job	47.1	38	14.2	11	10.80**
I wasn't aware of what I could do in 4-H	41.2	32	14.2	10	7.52**
transportation was a problem	41.2	26	17.5	14	5.13*
not enough duties or responsibilities were given to me	35.3	29	14.2	10	4.76*
I didn't get enough support or help	29.4	29	16.7	12	1.62
the other members didn't like me	17.6	15	5.8	4	3.07
I couldn't do what I wanted to do	23.5	21	15.8	11	0.63
I didn't feel part of the group	23.5	24	20.8	15	0.06
I didn't like filling out project books	23.5	24	19.2	14	0.18
there was too much competition	5.9	3	14.2	9	0.90

[a]Percent of race group indicating this reason as very important.

[b]Weighted importance = (mean importance-1) x 50; possible range of 100 to 0.

*$p<.05$.

**$p<.01$.

Table 23

Associations between Parent's Marital Status and Importance of Selected Nonreenrollment Reasons
N = 139

Nonreenrollment Reason	Married parents		Nonmarried parents		Chi-square value
	percent[a]	weighted importance[b]	percent[a]	weighted importance[b]	
transportation was a problem	14.4	10	34.1	28	6.92**
I didn't get enough support or help	13.4	10	29.3	22	4.89*
paying for projects or dues was a problem	12.4	7	19.5	17	1.19
I didn't feel part of the group	18.6	14	26.8	20	1.19
the meetings were held at the wrong times	26.8	18	29.3	24	0.09
the 4-H leader didn't like me	6.1	5	7.3	5	0.06

[a]Percent of martial status group indicating this reason as very important or somewhat important.

[b]Weighted importance = (mean importance-1) x 50; possible range of 100 to 0.

*$p < .05$.

**$p < .01$.

were not married were significantly more likely than those with married parents to cite the importance of the reasons "transportation was a problem" and "I didn't get enough support or help."

Table 24 shows data concerning thirteen associations between the employment status of the respondents and selected nonreenrollment reasons. Eight of these associations were statistically significant. Those respondents that were employed placed significantly greater importance than nonemployed respondents on the following nonreenrollment reasons: "there was too much competition;" "I got a job;" "I couldn't meet members of the opposite sex;" "I didn't like the 4-H leader;" "I didn't like the rules;" "my feelings couldn't be expressed;" "the activities were always the same;" and "I couldn't do what I wanted to do."

Table 25 summarizes data for two statistically significant associations between the continuation of the 4-H club and selected nonreenrollment reasons. For the respondents for which the club's continuation status was known, half of those that belonged to disbanding 4-H clubs indicated the nonreenrollment reason "the club disbanded or broke up" was important in their decision to leave 4-H. It should be noted that ten respondents that belonged to continuing clubs also indicated that this was an important reason for their decision to leave 4-H. Apparently there were some respondents that believed their 4-H club disbanded when in fact it did not.

Another association that was examined was the importance of "the leader quit" by the continuance of the club; 53.4% of the respondents whose club continuation status was known and who belonged to disbanding clubs indicated that this was an important nonreenrollment reason. It

Table 24

Associations between Employment and Importance of Selected Nonreenrollment Reasons
N = 139

Nonreenrollment Reason	Dropout Not Employed		Dropout Employed		Chi-square value
	percent[a]	weighted importance[b]	percent[a]	weighted importance[b]	
there was too much competition	6.5	4	26.7	16	10.93**
I got a job	10.8	8	33.3	28	8.88**
I couldn't meet members of the opposite sex	5.4	4	22.2	17	8.88**
I didn't like the 4-H leader	8.6	6	26.7	19	7.99**
I didn't like the rules	9.7	6	26.7	18	6.78**
my feelings couldn't be expressed	11.8	9	28.9	18	6.14*
the activities were always the same	15.1	10	31.1	23	4.83*
I couldn't do what I wanted to do	11.8	10	26.7	18	4.81*

Table 24-continued

Nonreenrollment Reason	Dropout Not Employed		Dropout Employed		Chi-square value
	percent[a]	weighted importance[b]	percent[a]	weighted importance[b]	
there was a lack of cooperation in the club	24.7	21	37.8	32	2.51
the meetings were held at the wrong times	23.7	17	33.3	23	1.45
4-H didn't change with me as I grew older	15.1	10	20.0	17	0.53
I had too much else to do	36.6	30	37.8	29	0.02
I wasn't aware of what I could do in 4-H	19.4	15	13.3	10	0.77

[a]Percent of dropout employment group indicating this reason as very important or somewhat important.

[b]Weighted importance = (mean importance-1) x 50; possible range of 100 to 0.

*p<.05.

**p<.01.

74

Table 25

Associations between Club Continuance and Importance of Selected Nonreenrollment Reasons
N = 139

Nonreenrollment Reason	Continuing clubs		Disbanding clubs		Chi-square value
	percent[a]	weighted importance[b]	percent[a]	weighted importance[b]	
the club disbanded or broke up	16.1	14	50.0	49	20.02**
the leader quit	12.9	11	53.4	47	22.47**

[a]Percent of club group indicating this reason as very important or somewhat important.

[b]Weighted importance = (mean importance-1) x 50; possible range of 100 to 0.

*p<.05.

**p<.01.

75

can also be seen that 12.9% of the respondents known to belong to continuing clubs felt leader attrition was an important part of their decision to leave 4-H.

Objective 4

Objective 4 sought to determine if associations exist between nonreenrollment reasons identified as important to former 4-H members and selected programmatic variables in which they were involved. Former members responded to fifteen questions that indicated their involvement in certain 4-H activities: number of other groups the respondent belonged to; age at initial 4-H enrollment; size of 4-H club; number of friends in 4-H club; familiarity with 4-H leader; 4-H meeting attendance; 4-H camp attendance; 4-H public presentation participation; number of 4-H projects completed; category of 4-H leadership held; involvement in 4-H competitive events; category of 4-H recognition received; 4-H leader and agent support; involvement in 4-H program planning; traveling outside of county to 4-H activities; and involvement in community service projects.

The data were summarized by frequency and percent of responses to each category of the programmatic variable. Categories were collapsed to reduce response categories and simplify data analysis, compared with selected nonreenrollment reasons, analyzed by Chi-square, and displayed in tables to show associations between programmatic variables and selected nonreenrollment reasons. Categories of programmatic variables were also assigned point values by a panel of judges (Appendix J), and these values were used to calculate 4-H member participation scores.

It can be seen in Table 26 that 37.6% of these respondents belonged to no other clubs, organizations, teams, or groups. Only 15.9% of the respondents were involved in three or more youth organizations, with the mean number of memberships held calculated at 1.24.

Table 26

Frequency and Percent of Respondents Relative to Number of Other Group Memberships
N = 133

Number of Other Group Memberships	Frequency	Percent
none	50	37.6
one other group membership	38	28.5
two other group memberships	24	18.0
three other group memberships	13	9.7
four other group memberships	5	3.8
five other group memberships	1	0.8
six other group memberships	1	0.8
seven other group memberships	1	0.8
eight or more other group memberships	0	0

An examination data presented in Table 27 reveal that nearly similar proportions of respondents first joined 4-H between the ages of 8 and 15. The mean age at first enrollment was calculated to be 11.45 years old. At this age, a 4-H member has passed approximately one-third of their 4-H membership eligibility.

By a comparison of the age of the former member at initial enrollment with their age at the time the instrument was completed, it is possible to estimate the tenure of these 4-H dropouts. The mean length of membership for the respondents was calculated to be 1.93 years. Table 28 summarizes the frequency and percent of the intervals of membership tenure found among these respondents. Because enrollment procedures consider youth that belong to 4-H for any portion of a year to belong for one year, this figure may tend to overestimate the tenure of these 4-H dropouts.

Table 27

Frequency and Percent of Respondents Relative to Initial Enrollment Age

N = 132

Initial Enrollment Age	Frequency	Percent
less than 8 years old	2	1.5
8 years old	15	11.4
9 years old	18	13.6
10 years old	14	10.6
11 years old	20	15.2
12 years old	14	10.6
13 years old	18	13.6
14 years old	15	11.4
15 years old	16	12.1

Table 28

Frequency and Percent of Respondents' Length of Membership
N = 132

Years of Membership	Frequency	Percent
one	74	56.0
two	32	24.0
three	10	8.0
four	1	1.0
five	2	1.5
six	6	4.0
seven	2	1.5
eight	1	1.0
nine	2	1.5
ten	2	1.5

The data in Table 29 reveals that the size of the 4-H club most commonly encountered among these respondents was between five and eight members, with more than one-fifth of the respondents indicating this club size. The mean response for the size of the 4-H club falls within the 11-12 size category. It is noted that 12 respondents indicated they belonged to 4-H clubs with less than five members, the minimum size required for a 4-H club.

Table 29

Frequency and Percent of Respondents Relative to Size of 4-H Club
N = 122

Size of 4-H Club	Frequency	Percent
no members	6	4.9
1 - 4 members	6	4.9
5 - 8 members	25	20.5
9 - 10 members	13	10.7
11 - 12 members	17	13.9
13 - 16 members	22	18.0
17 - 20 members	18	14.8
21 - 30 members	8	6.6
31 or more members	7	5.7

The number of the respondent's friends that were concurrently in 4-H is recorded in Table 30, which reveals that 11.5% of the respondents felt they had no friends in 4-H. It should be noted that nearly one-third of the respondents or 32.3% indicated that they had eight or more friends in 4-H. The mean number of 4-H friends was calculated to be 4.58.

Table 30

Frequency and Percent of Respondents Relative to Number of Friends in 4-H
N = 130

Number of 4-H Friends	Frequency	Percent
none	15	11.5
one friend	14	10.7
two friends	9	6.9
three friends	18	13.8
four friends	8	6.2
five friends	8	6.2
six friends	8	6.2
seven friends	8	6.2
eight or more friends	42	32.3

Respondents were asked to indicate their familiarity with their last 4-H leader by indicating one of the responses listed in Table 31. Only 5.3% of the respondents indicated their mothers were their 4-H leader, with no respondents indicating that their father or both their parents were their 4-H leaders. Almost half or 49.2% of respondents indicated that their parents knew their 4-H leader. The youth indicating their last 4-H leader was someone their parents did not know comprised 45.5% of the respondents.

Table 31

Frequency and Percent of Respondents Relative to Familiarity with 4-H Leader
N = 132

Last 4-H Leader was:	Frequency	Percent
mother	7	5.3
father	0	0
both parents	0	0
an adult my parents knew	65	49.2
someone else	60	45.5

Data in Table 32 indicated that almost two-thirds, or 60.0%, of the respondents indicated that they always attended the meetings, with 23.5% of the respondents attending at least half the 4-H meetings. The mean response for attendance is between "always attended the meetings" and "went to more than half of them". It is clear that respondents report regular attendance prior to leaving 4-H. Data for this variable was collapsed into two groups: some absence (never attended meetings, went to less than half, and went to more than half) and never absent (always attended the meetings).

Table 32

Frequency and Percent of Respondents Relative to Attendance at 4-H Meetings
N = 132

Attendance level	Frequency	Percent
never attended meetings	6	4.5
went to less than half	15	11.4
went to more than half of them	31	23.5
always attended the meetings	80	60.6

It can be seen in Table 33 that more than four-fifths or 81% of the respondents never attended 4-H camp. Of the 25 respondents that attended camp, two-thirds only went one time. It is clear that the majority of these 4-H dropouts did not attend 4-H camp.

Table 33

Frequency and Percent of Respondents Relative to Attendance at 4-H Camp
N = 132

Attendance level	Frequency	Percent
never went to 4-H camp	107	81.0
went to 4-H camp one time	17	12.9
went to 4-H camp twice	5	3.8
went to 4-H camp three or more times	3	2.3

Table 34

Frequency and Percent of Respondents Relative to 4-H Public Presentation Participation
N = 126

Participation level	Frequency	Percent
never gave one	74	58.7
gave one to local club	18	14.3
gave one at county level	19	15.1
gave one at district level	8	6.3
gave one at state level	7	5.6

Data in Table 34 show that slightly less than two-thirds of the respondents or 58.7% never gave a demonstration or public presentation. Those giving public presentations in 4-H at either club or county levels comprised 29.4% of the respondents, while only 11.9% gave their demonstrations at higher levels of competition.

Table 35

Frequency and Percent of Respondents Relative to Number of 4-H Projects Completed
N = 131

Completion level	Frequency	Percent
never started a project	36	27.5
started a 4-H project, but never finished it	21	16.0
started one or more projects, but only finished one	26	19.9
started and finished more than one 4-H project	48	36.6

The data summarized in Table 35 indicate that more than one-third or 36.6% of the respondents felt they completed more than one 4-H project. Slightly more than half of the respondents or 56.5% indicated they completed at least one 4-H project. It is noted that 43.5% of these former members never completed a 4-H project.

Table 36

Frequency and Percent of Respondents Relative to Levels of 4-H Leadership Held
N = 130

Leadership level	Frequency	Percent
never an officer or committee member	80	61.5
committee member of local club	14	10.7
officer or committee chairperson of local club	32	24.6
officer or committee chairperson of county 4-H group	2	1.6
officer or committee chairperson of district or state 4-H group	2	1.6

Table 36 shows that almost two-thirds or 61.5% of the respondents never held any leadership positions in 4-H. Those holding leadership positions in the local 4-H club comprised more than one-third, or 35.3% of the respondents. Data were collapsed into two categories: leaders (committee member, committee chairperson, or officer of local club, county, district, or state 4-H group) and nonleaders (never an officer or committee member).

Table 37

Frequency and Percent of Respondents Relative to Involvement in 4-H Competitive Events
N = 132

Participation level	Frequency	Percent
never in a 4-H contest or competition	72	54.5
was in only one 4-H contest or competition	33	25.0
was in more than one 4-H contest or competition	27	20.5

As indicated in Table 37, more than half or 54.5% of the respondents were never involved with a 4-H judging contest or other 4-H competition. Slightly more than one-fifth or 20.5% of the respondents indicated they were involved in more than one 4-H competitive activity.

Table 38

Frequency and Percent of Respondents Relative to 4-H Recognition Received
N = 131

Level of 4-H recognition received	Frequency	Percent
never received any 4-H recognition	57	43.5
received local 4-H recognition	28	21.4
received county 4-H recognition	26	19.9
received district 4-H recognition	13	9.9
received state or national recognition	7	5.3

Data in Table 38 indicated that 43.5% of the respondents received no awards or recognition for their 4-H participation. Slightly more than one-third or 35.1% of the respondents received 4-H recognition at

or above the county level. The mean level of 4-H recognition achieved by the respondents was slightly higher than the club level. Data for this variable was collapsed into two levels: no award and award received (club, county, district, state, or national award).

Table 39

Frequency and Percent of Respondents Relative to 4-H Leader and 4-H Agent Support
N = 139

Type of Support	4-H Leader		4-H Agent	
	frequency	percent[a]	frequency	percent[a]
visited youth's home	44	31.6	17	12.1
took to 4-H activity	59	42.4	19	13.7
helped with 4-H project	75	53.9	31	22.3
none of the above	46	33.1	96	69.1

[a]percent does not equal 100 due to multiple responses.

Table 39 shows the frequency and percent of the respondents indicating three different kinds of support that were provided by the 4-H leader or 4-H agent. Youth could respond to any or all of these three types of assistance. The type of support most often reported by the respondents was help with their 4-H projects, named by 53.9% as coming from their 4-H leaders and 22.5% from the 4-H agents. Providing transportation to a county, district, or state 4-H activity was given to 42.4% of the respondents by 4-H leaders and 13.7% by agents. Home visitation of respondents was reported as coming from 31.6% of the leaders and 12.2% of the agents. One-third of the respondents reported that 4-H leaders did not provide any of these kinds of support, and more than two-thirds

or 69.1% of the respondents did not receive any of these kinds of assistance from their 4-H agent.

Table 40

Frequency and Percent of Respondents Relative to Planning, Traveling, and Service Activities
N = 139

Activity	Frequency	Percent[a]
helped plan 4-H club meeting or program	61	43.9
traveled to another county or state	41	29.5
got involved in a community service project	49	35.3
none of the above	41	29.5

[a]percent does not equal 100 due to multiple responses.

Respondents were asked about their involvement in three specific activities while they were a 4-H member. Table 40 reveals that 43.9% of the respondents helped to plan a 4-H club meeting or program. Slightly more than one-fourth or 29.5% of the former 4-H members indicated they had traveled outside their county or state with a 4-H activity. More than one-third or 35.3% of the respondents got involved in a community service project. There were 41 former members or 29.5% that indicated they were not involved in any of these 4-H activities.

Responses for certain programmatic variables were combined to produce an overall participation score for each respondent. Participation scores could vary between 7 and 38. Table 41 summarizes the frequency for the various participation score levels found in this study. The mean participation score for the respondents was calculated to be 16.5.

By an examination of the frequencies for data presented in Tables 32-38 and Table 40, a profile of a typical 4-H dropout can be suggested as follows: (a) respondents in this study were generally not involved in 4-H camp, public presentations, leadership responsibilities, 4-H competitions, receiving awards, traveling to other areas, and were not involved in community service projects; (b) they generally were never absent from their regularly scheduled meetings; (c) these 4-H dropouts generally completed only one 4-H project; and (d) they were involved in planning the 4-H club program.

Table 41

Frequency of Participation Score Levels
N = 139

Participation Score	Frequency	Participation Score	Frequency
7	5	19	11
8	2	20	8
9	6	21	8
10	5	22	1
11	6	23	6
12	10	24	5
13	9	26	1
14	10	27	1
15	11	28	1
16	9	29	2
17	8	30	1
18	11	33	2

Associations between Programmatic Variables and Nonreenrollment Reasons

Of 15 associations between meeting attendance of the 4-H dropout by selected nonreenrollment reasons listed in Table 42, only two were demonstrated to be statistically significant. Those respondents that were sometimes absent from the 4-H meetings were significantly more likely than those always present to indicate the importance of the nonreenrollment reasons "there was too little to do" and "the meetings were held at the wrong times."

A comparison of the leadership positions held by these 4-H dropouts with their perceived importance of selected nonreenrollment reasons, as summarized in Table 43, reveals only one association was statistically significant. It was determined that dropouts that held a leadership position were significantly more likely to indicate "there was a lack of cooperation in the club" than those that held no leadership positions.

Table 44 summarizes associations of award categories by twelve selected nonreenrollment reasons. Only one of these associations demonstrated statistical significance; respondents that did not receive any awards were significantly more likely than award winners to cite the importance of the reason "paying for projects or dues was a problem."

Objective 5

Objective 5 was to develop recommendations based on the findings that could increase 4-H club reenrollment. This objective was achieved by a critical examination of the results of Objectives 1 - 4. Recommendations are found in Chapter V, Summary, Conclusions, and Recommendations.

Table 42

Associations of Meeting Attendence and Importance of Selected Nonreenrollment Reasons
N = 139

Nonreenrollment reason	Sometimes Absent		Always Present		Chi-square value
	percent[a]	weighted importance[b]	percent[a]	weighted importance[b]	
there was too little to do in 4-H	36.5	25	16.3	11	7.06**
the meetings were held at the wrong times	40.4	28	20.0	15	6.49*
I didn't like the meetings	36.5	31	25.0	18	2.02
I got a job	25.0	22	13.8	10	2.68
4-H was not fun	34.6	24	21.3	14	2.89
I had too much else to do	42.3	34	33.8	26	0.99
the activities were always the same	25.0	19	18.8	12	0.74
another group was more important to me	11.5	10	8.8	7	0.28
there was a lack of cooperation in the club	30.8	28	31.3	26	0.01

Table 42-continued

Nonreenrollment reason	Sometimes Absent		Always Present		Chi-square value
	percent[a]	weighted importance[b]	percent[a]	weighted importance[b]	
I couldn't do what I wanted to do	17.3	12	16.3	12	0.03
I wasn't aware of what I could do in 4-H	17.3	13	17.5	13	0.00
I didn't feel part of the group	25.0	17	20.0	16	0.46
not enough duties or responsibilities were given to me	19.2	12	15.0	11	0.41
I didn't get enough support or help	19.2	12	17.5	14	0.06
the club disbanded or broke up	25.0	23	38.8	37	2.68

[a]percent of attendence group indicating this reason as very important or somewhat important.

[b]weighted importance = (mean importance-1) x 50; possible range of 100 to 0.

*$p < .05$

**$p < .01$

92

Table 43

Associations of Leadership Positions Held and Importance of Selected Nonreenrollment Reasons
N = 139

Nonreenrollment reason	Held no Leadership Position		Held a Leadership Position		Chi-square value
	percent[a]	weighted importance[b]	percent[a]	weighted importance[b]	
there was a lack of cooperation in the club	25.0	21	42.0	36	4.12*
I had too much else to do	30.0	26	46.0	33	3.41
the leader lacked training or experience	18.8	14	26.0	21	0.96
the activities were always the same	18.8	12	22.0	18	0.22
4-H favored certain members over others	16.3	13	22.0	17	0.68
I didn't get enough support or help	17.5	13	20.0	15	0.13
I didn't like the meetings	28.8	24	30.0	21	0.02
not enough duties or responsibilities were given to me	18.8	12	10.0	8	1.81
I didn't feel part of the group	25.0	19	16.0	11	1.47
I wasn't aware of what I could do in 4-H	20.0	16	12.0	8	1.40

[a] percent of leadership group indicating this reason as very important or somewhat important.

[b] weighted importance = (mean importance-1) x 50; possible range of 100 to 0.

*$p < .05$

Table 44

Associations of Award Categories and Importance of Selected Nonreenrollment Reasons
N = 139

Nonreenrollment reason	No Award Received		Award Received		Chi-square value
	percent[a]	weighted importance[b]	percent[a]	weighted importance[b]	
paying for projects or dues was a problem	22.8	14	6.8	6	6.99**
I wasn't aware of what I could do in 4-H	22.8	17	12.2	9	2.61
I didn't get enough support or help	21.1	18	16.2	11	0.50
I didn't like the rules	21.1	14	12.2	8	1.89
not enough duties or responsibilities were given to me	19.3	13	13.5	9	0.80
the competition was not fair	17.5	14	13.5	10	0.40
4-H favored certain members over others	21.1	16	16.2	13	0.50
there was too much competition	14.0	10	13.5	7	0.00

Table 44-continued

Nonreenrollment reason	No Award Received		Award Received		Chi-square value
	percent[a]	weighted importance[b]	percent[a]	weighted importance[b]	
my feelings couldn't be expressed	17.5	12	17.5	11	0.00
I didn't get enough awards or recognition	12.3	7	13.5	9	0.04
I was no longer eligible to belong to 4-H	5.3	5	8.1	8	0.41
I didn't like filling out project books	17.5	12	24.3	17	0.88

[a]percent of awards group indicating this reason as very important or somewhat important.

[b]weighted importance = (mean importance-1) x 50; possible range of 100 to 0.

*$p < .05$

**$p < .01$

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter the procedures and findings of this study are summarized and conclusions concerning factors that contribute to nonreenrollment of 4-H club members in southeastern Florida are presented. In addition, recommendations based upon the findings of this study that could encourage 4-H club reenrollment in southeastern Florida are made.

Summary

The purpose of this study was to determine both the diversity and degree of importance of 4-H nonreenrollment reasons, to determine if the reasons are associated with selected personal characteristics of former 4-H members and to programmatic variables, and to propose recommendations based on the findings of this study that could encourage 4-H club reenrollment. To accomplish this purpose, the following objectives were implemented:

1. Determine the diversity of 4-H nonreenrollment reasons.
2. Determine the rank order of nonreenrollment reasons indicated as being important to former 4-H members.
3. Determine if associations exist between nonreenrollment reasons identified as being important to former 4-H members and selected personal characteristics.

4. Determine if associations exist between nonreenrollment reasons identified as being important to former 4-H members and selected programmatic variables with which they were involved.
5. Develop recommendations based on the findings of this study that could encourage 4-H club reenrollment.

In order to obtain the needed information for this study, a closed form questionnaire with room for open ended comments was developed through a review of literature, suggestions from 4-H professional and volunteer staff, current and former 4-H club members, and by field testing of the instrument. Usable responses were received from 139 of the 364 randomly selected 4-H dropouts in Dade, Broward, and Palm Beach Counties. These research procedures achieved a 44% response rate from the identified sample.

Data relative to Objective 1 was achieved in developing the instrument and by calculating the mean number of nonreenrollment reasons that were important to respondents. Objective 2 was achieved by summarizing importance level point values into mean importance values, standardizing the values to weighted importance ratings, and using ratings to rank order the importance of nonreenrollment reasons. Objectives 3 and 4 were achieved by associating categories of personal characteristics and programmatic variables with selected reasons using a Chi-square test. Objective 5 was achieved by a critical analysis of data for Objectives 1-4.

Responses from both mail returned instruments and followup telephone interviews were transferred to keypunched IBM cards which were verified to detect and correct errors. The Statistical Analysis System (Barr et al., 1976) for the University of Florida IBM installation in Gainesville and the computing center of the Agricultural Research and

Education Center in Fort Lauderdale were utilized in the data analysis. The findings from these analyses are summarized as follows.

1. There were 129 different 4-H nonreenrollment reasons identified in the literature and by faculty, 4-H staff, graduate students, and present and former 4-H members. They were combined into the 47 reasons utilized in the survey instrument.
2. The data indicate there were several reasons involved in an individual's decision to leave the 4-H program. The mean number of reasons indicated as being important to respondents was 7.77.
3. The weighted importance values for the nonreenrollment reasons examined in this study ranged between somewhat important and not important in the respondents decision to leave the 4-H program.
4. The three most important nonreenrollment reasons examined in this study as ranked by the respondents were "the club disbanded or broke up;" "the leader quit;" and "I had too much else to do." These reasons were indicated as being at least somewhat important to 30% of the respondents.
5. Thirteen of the nonreenrollment reasons were indicated as being important to more than 20% of the respondents. Thirty-three of the reasons were indicated as being important to more than 10% of the respondemts.
6. The mean age of the respondents, 13.45 years old, was greater than the mean age of enrolled Florida 4-H members. Slightly less than one third of the respondents were male. The proportion of nonwhite respondents, 12.4%, was less than the proportion of nonwhites in the Florida 4-H population.

7. The majority of respondents had lived in southeastern Florida for nearly all their lives. The mean number of siblings in the families of the respondents was 2.62 youth. More than two-thirds of the respondents had married parents.
8. The majority of the parents of respondents were employed, with more than two-thirds of their mothers employed outside the home. More than two-thirds of the respondents were not employed.
9. While one-third of the 4-H clubs represented in this sample disbanded, slightly less than one-half of the respondents came from disbanding clubs.
10. Significant associations found between important nonreenrollment reasons and the relative age of the respondents were: older respondents disliked filling out project books and 4-H meetings; they felt jobs contributed to their attrition and that they were too busy to remain in 4-H; and older respondents viewed 4-H activities as repetitious and not fun.
11. No statistically significant associations were found to exist between the importance of nonreenrollment reasons and the respondent's sex.
12. Significant associations found between important nonreenrollment reasons and the race of the respondents were: nonwhite respondents had problems paying for projects or dues; had jobs; were unaware of 4-H opportunities; had transportation problems; and were not given enough responsibility.

13. Those respondents with nonmarried parents were significantly more likely than those with married parents to place importance on transportation problems and a lack of support or encouragement.
14. Employed respondents were significantly more likely than those without jobs to place importance on the following reasons: there was too much competition; had a job; unable to meet the opposite sex; disliked the 4-H leader and rules; were unable to express their feelings or do what they wished; and felt 4-H activities were repetitious.
15. Respondents belonging to disbanding clubs were significantly more likely than those in continuing clubs to place importance on the leader quitting and the club disbanding.
16. Nearly two-thirds of the respondents belonged to one or less clubs, organizations, teams, or groups other than 4-H.
17. Similar proportions of respondents joined 4-H at each age between 8 and 15. The mean age at first enrollment for the respondents was calculated as 11.45 years old. The tenure of the respondents was estimated at 1.93 years of 4-H membership.
18. The most common 4-H club size for these respondents was between eleven and twelve members. One-third of the respondents indicated they had eight or more friends in their 4-H club with the mean number of friends in 4-H being 4.58.
19. Only 5% of the respondents had parents as 4-H leaders, and almost half indicated their parents did not know their 4-H leader.
20. Almost two-thirds of the respondents reported they never were absent fom the meetings of their 4-H club.

21. Four-fifths of the respondents never went to 4-H camp. More than half of the respondents never gave a public presentation, did not complete at least one 4-H project while in 4-H, and were never involved in any 4-H judging contest or other 4-H competition. Almost two-thirds of the respondents never held any 4-H leadership position or were members of a 4-H committee. More than two-fifths of the respondents never received any 4-H award or recognition while they were 4-H members.
22. Respondents were more likely to receive assistance from their 4-H leaders than 4-H agents. Assistance with 4-H projects was more likely to be given than providing transportation or visiting respondents at their home. Two-fifths of the respondents helped to plan a 4-H program, one-third were involved in community service projects, and less than one-third left the county or state to attend a 4-H activity.
23. Respondents absent from some 4-H meetings were significantly more likely than those reporting no absence to place importance on a lack of activities available in 4-H and having inconvenient meeting times.
24. Respondents holding leadership positions were significantly more likely than those not having leadership responsibilities to place importance on a lack of cooperation in the club.
25. Respondents not receiving 4-H awards were significantly more likely than award winners to put importance on problems with paying for projects or dues.

Conclusions

The following conclusions were drawn from the findings of this study.

1. Objective 1 sought to determine the diversity of 4-H nonreenrollment reasons. The review of literature indicates that a wide variety of reasons were given by former 4-H members, with no one reason predominating. Data from this study support this conclusion as the mean number of nonreenrollment reasons indicated as being important to the respondents was 7.77. It appears that 4-H nonreenrollment decisions are multifaceted rather than based on one particular reason.
2. Objective 2 sought to determine the rank order of nonreenrollment reasons indicated as being important to former 4-H members. The most commonly cited reasons indicate that many respondents did not choose to leave 4-H, but that 4-H was no longer offered in their community. Seven respondents indicated they would continue in the 4-H program if a club was made available to them. Other former members chose to spend their time with activities other than 4-H. The 4-H programs being offered do not appear to hold the interest of some former members. Activities are seen as boring or not fun, and repetition within the program contributes to 4-H member attrition. Finally, many of the reasons identified as being important and the comments offered by the respondents indicate a critical need for the improvement of 4-H volunteer management skills.
3. Objective 3 sought to determine if associations exist between nonreenrollment reasons important to former 4-H members and their personal characteristics. The personal characteristics of these respondents indicate that 4-H dropouts did not appear to be any

different from other 4-H youth with respect to their sex, family size, parent's marital status, or family employment patterns. It does appear that the respondents were somewhat older than other populations of 4-H members. Gottleib et al. (1974) found the critical age at which many 4-H youth leave the program is the time at which they enter high school. Data from this study supports this conclusion as the majority of the respondents had passed this age.

Esbeck (1960) found that long-term residents left the program more often than recent residents. Most of the respondents in this study indicated that they had lived in this location for more than five years. While the data from this study appears to support Esbeck's conclusion, data on how the length of residence effects reenrollment of continuing members was not collected in this study.

Older respondents tended to place more importance on the 4-H program's failure to capture or keep their interests or meet their needs than the younger respondents. This supports the conclusion of Merwin (1971) who stated that older youth felt they outgrew 4-H. While sexual differences were not significant, male respondents suggested that their reasons were based on their own individual evaluation of the 4-H program, while females implied that reasons relating to the actions of others were more important in effecting their decision to leave 4-H. Nonwhite respondents tended to give reasons indicative of less financial, instructional, or informational support from 4-H than their white counterparts.

Respondents with parents that were not married tended to emphasize reasons relating to the support needed to remain in 4-H.

Many employed respondents felt that having a job contributed to their decision to leave 4-H. As employed youth are usually older, the reasons that were important to employed respondents tended to reflect the concerns of older youth. A final conclusion about associations between personal characteristics and nonreenrollment reasons is that respondents belonging to disbanding clubs viewed the disintegration of the club as a primary influence in their decision to leave the 4-H program.

4. Objective 4 sought to determine if associations exist between nonreenrollment reasons and programmatic variables. Respondents indicated little of their time is spent with other clubs, organizations, teams, or other youth activities. This study supports the conclusions of Esbeck (1960), Gottlieb et al. (1974) and Nefstead (1981) who agree that 4-H dropouts are not active in other youth organizations. The data indicate these respondents spent slightly less than two years in the 4-H program, although this estimate may tend to overestimate their tenure. With nearly two-thirds of these clubs having between five and sixteen members, respondents appear to be no different from other 4-H populations with respect to club size. Most respondents indicated at least four other 4-H club members could be considered their friends, indicating that a lack of friends in 4-H is not characteristic of the former 4-H members responding. As almost half the respondents indicated their parents were not familiar with their 4-H leader, little family involvement of the respondents would be expected.

This study reveals a profile of low involvement in 4-H activities based on the low participation scores for these respondents.

The mean participation score indicates these respondents generally attended 4-H meetings and attempted to complete only one 4-H project while few of these former 4-H members were involved in a wide variety of 4-H activities or were appropriately recognized for their achievements.

It would appear that respondents that held 4-H leadership positions were critical of the operations of the club or were unable to utilize their responsibilities in an effective manner. Club officers have a greater say in the group and would be more frustrated with a lack of cooperation than those not having any leadership responsibilities.

Respondents not receiving any awards or recognition were more likely to identify several reasons as being important in their decision to leave the program than those receiving 4-H recognition. In order to be recognized, a 4-H member will generally complete a 4-H project; if financial support for the project is not available the member may find it difficult to complete the project. Other reasons given as being important by respondents that did not receive awards indicated that they were not aware of 4-H opportunities and dissatisfied with competitive programs. Respondents winning awards tended to emphasize dissatisfaction with completing record books, but completed this task in spite of their displeasure with record keeping. The competitive aspects of the 4-H program were more often disliked by respondents who were winners than those that had not received awards. This conclusion is at variance with Cloyd et al. (1974) who proposed that those not receiving awards would dislike the competition.

Recommendations

Based upon the findings and conclusions drawn from this study, the following recommendations are deemed appropriate.

1. The results of this study should be made available to professional and volunteer 4-H staff so that they may become aware of the characteristics of 4-H dropouts and the importance of the reasons they give for leaving the 4-H program.
2. The development of a leadership team approach should be encouraged in 4-H clubs so that the loss of one volunteer will not result in the termination of the club. Older 4-H youth, teen leaders, club officers, and parents should be incorporated as integral parts of the 4-H club's leadership team.
3. Those 4-H club members belonging to clubs that disband should be promptly contacted and provided with alternatives to continue their participation in 4-H programs. They should be invited to join local clubs when available, be asked to assist in the recruitment of new volunteers, or be encouraged to become members at large.
4. Educational programs offered by 4-H volunteers and professional staff should explore the use of alternate scheduling approaches and transportation arrangements to accomodate a maximum number of youth, parents, and volunteers.
5. Professional 4-H staff should develop and actively encourage the participation of volunteer 4-H leaders in training programs that deal with the following topics: motivational techniques for youth; handling behavior problems; utilization and training of club

officers; use of 4-H recognition programs; involving 4-H members in program planning; and improving parental participation.

6. Professional and volunteer staff should periodically review 4-H enrollment records to maintain an accurate accounting of the youth in the program, and should stress the importance of prompt return of 4-H enrollment cards by both members and 4-H club volunteers.
7. An examination of the barriers that serve to limit parental participation in 4-H club activities may provide data that would assist in involving more family participation and thus improve reenrollment of 4-H club members.
8. Efforts to encourage the reenrollment of nonwhite 4-H members should emphasize improved awareness of 4-H opportunities, innovative methods to secure financial support and transportation, and providing educational experiences that give more responsibility.
9. Research efforts should be directed towards an examination of the factors encouraging 4-H clubs to continue and influencing volunteers to remain involved in 4-H programs.
10. Additional research on 4-H nonreenrollment should be conducted in other locations in Florida. Further research could involve the perceptual comparisons of 4-H volunteers, professional 4-H staff, or parents of 4-H dropouts with those of former members.
11. Efforts to combine 4-H nonreenrollment reasons into clusters or factors may provide researchers with a conceptual scheme that could assist in understanding the problem of 4-H nonreenrollment.

12. The association between the marital status of former 4-H member's parents and the level of support they provide to the dropout should be carefully examined through further research.
13. A survey of former 4-H members should be initiated to determine how these youth spend their time, why they are not involved with organized group activities, and why they indicate that they have too much else to do to remain in the 4-H program.
14. The reasons provided by former volunteers for leaving the 4-H program should be determined so that professional Extension staff may reduce 4-H nonreenrollment due to club and leader attrition.

APPENDIX A

4-H NONREENROLLMENT REASONS

Grouped nonreenrollment reason	Nonreenrollment reasons provided by interviews and research
4-H is boring	I lost interest in the project I was not interested in the activities
Ag or home economics are not interesting	4-H is for farm kids
Activities are too easy	Activities are not challenging The awards were too easy to get
There was too little to do	There were not enough activities We didn't do anything
The activities were too much work	I wanted to have fun without the work It was all work and no play
The activities were always the same	
The activities were no fun	
I couldn't do what I wanted	4-H is not practical enough I wasn't able to meet the group's expectations I don't like to belong to groups I was made to do something I didn't want to
I was not given a chance to help others	
There was a lack of cooperation in the club	

Appendix A-continued

Grouped nonreenrollment reason	Nonreenrollment reasons provided by interviews and research
My feelings couldn't be expressed	
I didn't like the rules	There were too many rules The club was too formal or stuffy
There was too much competition	I didn't like the competition The judges/leaders/agents were not fair I was not allowed to compete
I didn't get enough competition	
I didn't like the meetings	The meetings were too long
Filling out project books was too much work	I didn't like to keep records The project books were too hard/easy
The club disbanded	
The leader quit	
I moved away	
Transportation was a problem	The meetings were held too far away
The meeting times were inconvenient	
Paying for projects or dues was a problem	I couldn't afford dues I couldn't afford project materials I couldn't make money on the project I couldn't afford to pay for the activities

Appendix A-continued

Grouped nonreenrollment reason	Nonreenrollment reason provided by interviews and research
Support or encouragement was not given	I didn't get help from my parents I didn't get help from the 4-H leader Others didn't do what they said they would Nobody wanted me to stay a member I didn't get any respect
My parents didn't like 4-H	
I wasn't allowed to participate	My parents would not let me participate The agent or leader wouldn't let me participate
I didn't like the leader	The leader was not enthusiastic The leader was too sarcastic
The leader didn't like me	
Too little responsibility was given to me	The leader didn't give me responsibility I didn't have an active part I was treated like a child
The leader was too bossy	
The leader lacked training or experience	The 4-H leader was not trained well enough The leader didn't know what to do The 4-H leader was too weak The 4-H leader didn't have control The 4-H club didn't have any direction

Appendix A-continued

Grouped nonreenrollment reason	Nonreenrollment reason provided by interviews and research
I didn't like the other members	I didn't want to make new friends The other members were hostile towards me The other members avoided me
Other members didn't like me	I was seen as undesirable
I didn't feel part of the group	I didn't feel I belonged I wasn't important to the group The group didn't depend upon me I was ignored Other members wouldn't share their feelings with me My ideas were not used
I was not told what I could do in 4-H	I wasn't told what 4-H was all about I was not told about the meeting I didn't know the meaning of 4-H I was not aware of anything else I could do in 4-H I couldn't remember where/when meetings were held
I didn't want to learn anything	I didn't want to grow
4-H didn't change with me as I grew older	4-H is not flexible
I got a job	
I had too much else to do	I was too busy
Another group was more important to me	I got more from another group than from 4-H 4-H is not important to me Being in 4-H stopped me from being in another group

Appendix A-continued

Grouped nonreenrollment reason	Nonreenrollment reason provided by interviews and research
I was too old for 4-H	I felt I was too old for 4-H 4-H is for kids 4-H is a baby sitting group Activities were not geared towards thing interesting to me I outgrew 4-H There was nothing else for me to do in 4-H
I was no longer eligible to join 4-H	
4-H is a clique	
My brothers or sisters were not in 4-H	My brothers or sisters didn't join 4-H My brothers or sisters dropped out of 4-H
My friends were not in 4-H	My friends didn't join 4-H My friends dropped out of 4-H No kids my age were in the club
My friends didn't like 4-H	I didn't want my friends to know I was a 4-H member 4-H is not cool 4-H is not for my group of people 4-H is dumb
I couldn't meet members of the opposite sex	

APPENDIX B

RESEARCH RESULTS -- 1981 DUVAL COUNTY 4-H NONREENROLLEES

Purpose

The purpose of this study was to test a survey instrument that was used in a 4-H research project. Additionally, the information obtained from this effort may assist the 4-H Extension staff of Duval County, Florida, in planning more effective educational programs. The revised instrument that resulted from this project was used for a master's research project that examined Florida 4-H nonreenrollees in Dade, Broward, and Palm Beach Counties.

Procedure

Questions included in this survey instrument came from a review of literature that related to group dynamics, child development, and especially the research that has been conducted with 4-H nonreenrollees in other areas of the United States.

The names of the nonreenrollees in Duval County were obtained by a comparison of 4-H enrollment cards returned for the 1981-1982 enrollment year with cards from the 1980-1981 enrollment year. Youth surveyed were members of five 4-H clubs that were centered in urban or suburban areas of Jacksonville, and returned their enrollment cards earlier than most other 4-H clubs. Because of these procedures, the reader is cautioned against generalizing these results to the entire population of Duval 4-H nonreenrollees.

A cover letter, survey instrument, and stamped addressed envelope was mailed to 41 youth on October 16, 1981. A reminder card was sent to all 41 youth on October 20, 1981 and they were asked to return the instrument as soon as possible. Those youth not returning the survey were telephoned on October 26, 1981 and asked to respond as soon as possible. A total of 21 instruments were returned, including two letters marked as undeliverable. The response rate for this effort was 46.3%.

Results -- Personal Characteristics

Two blacks were sent the instrument, but did not return it. The remainder of the sample was white. Almost all of the nonreenrollees responding had lived in Duval County for five or more years. Three-fourths of the respondents came from families of less than three brothers or sisters.

Almost all of the parents of the respondents were married. Responses also indicate that all the fathers were employed, while somewhat less than half the mothers were employed. It is noted that no fathers were 4-H leaders while only a few of the mothers were 4-H leaders.

More than half of the respondents were either not employed or they worked less than two hours per week. Competition with employment responsibilities does not appear to be a major contributing factor to the 4-H attrition of these 4-H nonreenrollees.

Programmatic Variables

Almost two-thirds of the respondents are involved in only one other group or in no other groups or activities. More than half of the respondents joined 4-H before they were eleven years old and the same number indicated they were now eleven or less years old. Results indicate that almost three-fourths of the respondents have spent less than

two years in 4-H with more than half being in 4-H for one year or less. Three respondents could be described as graduates of the program. Almost two-thirds of these members reported club size to be between 10 and 20 members. While the term "friend" varies from one person to another in its meaning, almost two-thirds of these youth had between one and four friends in 4-H; one-fifth reported thay had no friends in 4-H.

Few of the respondents indicated that their parents were 4-H leaders. One youth said she tried to quit 4-H several times but her parents "ignored my protest and pushed me right into the act." This girl was a 4-H graduate. Two-fifths of the respondents indicated their parents did not know who their 4-H leader was.

More than half of the leaders had helped the respondents with their 4-H projects. Only one-third provided transportation to activities outside the local area, and the same amount reported home visits from leaders. More than two-fifths of the respondents reported 4-H agent assistance with their projects. One-fourth were visited by the 4-H agent at home. Less than one-fifth indicated the agent provided transportation to extra-local 4-H activities.

Local 4-H meetings were generally well attended by the respondents. More than half had never been to 4-H camp, and were never involved in a community service project. Slightly less than half never gave a public presentation, were never involved in 4-H competitions, and never received any 4-H awards or recognition. One-third helped to plan the 4-H program.

Nonreenrollment Reasons

A wide variety of reasons for leaving 4-H were indicated as being important to these respondents. Those nonreenrollment reasons most often indicated as being important dealt with structural and time constraints that prevented the respondents continuance in 4-H. About two-thirds of the respondents cited transportation problems and inconvenient meeting times as primary reasons for leaving 4-H, and one-fourth of the respondents had too much else to do.

Two comments pointed to poor initial experiences as playing a role in the members nonreenrollment decision. One respondent felt new members should be helped to understand what opportunities are available to them in 4-H rather than expecting them to already know and understand what 4-H programs are all about. Another cautioned against favoritism and felt 4-H should be equal. Others were comfortable with the people involved in 4-H but were bored because there was nothing to do. A final comment came from one of the 4-H graduates who met 19 and 20 year old 4-H members from other states and asked "Why can't Florida's program include this age group?"

APPENDIX C

SIGNIFICANT t-TEST RATIOS FOR PAIRED DIFFERENCES BETWEEN TEST AND RETEST SCORES FOR 4-H NONREENROLLMENT REASONS
N = 10

Nonreenrollment reason[a]	Mean[b]	Paired difference t-ratio	Significance level
1	1.45	-0.29	0.1804
2	1.30	0.00	1.0000
3	1.10	-0.43	0.6783
4	1.35	-0.43	0.6783
5	1.30	1.50	0.1679
6	1.35	-0.43	0.6783
7	1.55	1.41	0.1934
8	1.45	2.24	0.0522[c]
9	1.50	0.00	1.0000
10	1.80	1.41	0.1934
11	1.40	0.80	0.4433
12	1.60	1.00	0.3434
13	1.30	-0.80	0.4433
14	1.40	-0.61	0.5544
15	1.25	-0.36	0.7263
16	1.40	0.00	1.0000
17	1.60	0.80	0.4433
18	1.55	-0.36	0.7263
19	1.30	-0.80	0.4433
20	1.25	1.00	0.3434

Appendix C-continued

Nonreenrollment reason[a]	Mean[b]	Paired difference t-ratio	Significance level
21	1.05	1.00	0.3434
22	1.85	1.00	0.3434
23	1.80	0.00	1.0000
24	1.30	0.80	0.1934
25	1.45	1.41	0.1934
26	1.30	1.81	0.1039
27	1.30	0.00	1.0000
28	1.45	1.00	0.3434
29	1.35	1.41	0.1934
30	1.10	0.00	1.0000
31	1.50	1.81	0.1039
32	1.15	-0.56	0.5911
33	1.25	1.96	0.0811
34	1.65	1.41	0.1934
35	1.55	-0.56	0.5911
36	1.10	1.50	0.1679
37	1.35	1.86	0.0957
38	1.10	1.50	0.1679
39	2.00	0.61	0.5554
40	1.25	-0.43	0.6783

Appendix C-continued

Nonreenrollment reason[a]	Mean[b]	Paired difference t-ratio	Significance level
41	1.10	1.50	0.1679
42	1.60	1.81	0.1039
43	1.20	0.80	0.4433
44	1.10	1.50	0.1679
45	1.05	1.00	0.3434
46	1.10	0.00	1.0000
47	1.15	0.56	0.5911

[a]see Appendix D for description of nonreenrollment reasons.

[b]rating scale: 3 = very important; 2 = somewhat important; 1 = not important.

[c]significant at 95% confidence interval.

APPENDIX D

SURVEY INSTRUMENT

A SURVEY OF 1980-1981 4-H CLUB MEMBERS

Please tell us about yourself - check the one right answer to each question.

1. How many years old are you?

(1) _____ 9 or less
(2) _____ 10 years old
(3) _____ 11 years old
(4) _____ 12 years old
(5) _____ 13 years old
(6) _____ 14 years old
(7) _____ 15 years old
(8) _____ 16 years old
(9) _____ more than 17

2. What is your sex? (1) _____ male (2) _____ female

3. How would you describe yourself? (1) _____ American Indian (2) _____ black (3) _____ Hispanic (4) _____ white (5) _____ other

4. What county do you live in?

(1) _____ Dade (2) _____ Broward (3) _____ Palm Beach

5. How many years have you lived in the county you checked above?

(1) _____ less than one year
(2) _____ one year
(3) _____ two years
(4) _____ three years
(5) _____ four years
(6) _____ five years
(7) _____ six to ten years
(8) _____ more than ten years

6. How many brothers and sisters live with you?

(1) _____ none
(2) _____ one brother or sister
(3) _____ two brothers or sisters
(4) _____ 3 brothers or sisters
(5) _____ 4 brothers or sisters
(6) _____ 5 or more brothers or sisters

7. What is your parents marital status?

(1) _____ married
(2) _____ separated
(3) _____ divorced
(4) _____ widowed
(5) _____ single

8. How much does your father work at jobs outside the home?

(1) _____ my father doesn't work
(2) _____ my father works one part time job
(3) _____ my father works one full time job
(4) _____ my father works one job full time and one job part time
(5) _____ my father works two full time jobs
(6) _____ I don't know how much he works

9. How much does your mother work at jobs outside the home?

(1) _____ my mother doesn't work
(2) _____ my mother works one part time job
(3) _____ my mother works one full time job
(4) _____ my mother works one job full time and one job part time
(5) _____ my mother works two full time jobs
(6) _____ I don't know how much she works

10. Do you have a job outside the home? How much do you usually work at your job?

(1) _____ I don't have a job
(2) _____ I work 2 hours per week
(3) _____ I work 3-5 hours per week
(4) _____ I work 6-10 hours per week
(5) _____ I work 11-20 hours per week
(6) _____ I work 21-40 hours per week
(7) _____ I work more than 40 hours per week
(8) _____ The number of hours I work changes from week to week

** Below are 47 possible reasons why 4-H members may have left the 4-H program. For each reason listed below, please tell us how important that reason was to you in your decision to leave the 4-H program. CIRCLE THE LETTERS that best describe the importance of that reason in making your decision.

VERY IMPORTANT = VI SOMEWHAT IMPORTANT = SI NOT IMPORTANT = NI

I LEFT THE 4-H PROGRAM BECAUSE:	Very Important	Somewhat Important	Not Important
1. 4-H was boring	VI	SI	NI
2. agriculture or home economics was not interesting to me.	VI	SI	NI
3. 4-H is for farm kids	VI	SI	NI
4. the activities were too much work.	VI	SI	NI
5. the activities were too easy	VI	SI	NI
6. the activities were always the same.	VI	SI	NI
7. there was too little to do in 4-H.	VI	SI	NI
8. 4-H was not fun.	VI	SI	NI
9. I couldn't do what I wanted to do.	VI	SI	NI
10. I was not given the chance to help others.	VI	SI	NI
11. there was a lack of cooperation in the club.	VI	SI	NI
12. my feelings couldn't be expressed.	VI	SI	NI
13. I didn't like the rules.	VI	SI	NI
14. the competition was not fair	VI	SI	NI
15. there was too much competition	VI	SI	NI
16. I didn't get enough awards or recognition.	VI	SI	NI
17. I didn't like the meetings	VI	SI	NI
18. I didn't like filling out project books.	VI	SI	NI
19. the club disbanded or broke up	VI	SI	NI
20. the leader quit.	VI	SI	NI
21. I moved away	VI	SI	NI
22. transportation was a problem	VI	SI	NI
23. the meetings were held at the wrong times.	VI	SI	NI
24. I did not get enough support or help	VI	SI	NI
25. paying for projects or dues was a problem.	VI	SI	NI
26. I wasn't allowed to participate.	VI	SI	NI
27. my parents didn't like 4-H	VI	SI	NI
28. not enough duties or responsibilities were given to me	VI	SI	NI

I LEFT THE 4-H PROGRAM BECAUSE:	Very Important	Somewhat Important	Not Important
29. I didn't like the 4-H leader.	VI	SI	NI
30. the 4-H leader didn't like me	VI	SI	NI
31. the leader lacked training or experience. . .	VI	SI	NI
32. I didn't like the other members	VI	SI	NI
33. the other members didn't like me.	VI	SI	NI
34. I didn't feel part of the group	VI	SI	NI
35. I wasn't aware of what I could do in 4-H. . .	VI	SI	NI
36. I didn't want to learn anything	VI	SI	NI
37. 4-H didn't change with me as I grew older . .	VI	SI	NI
38. I got a job	VI	SI	NI
39. I had too much else to do	VI	SI	NI
40. another group was more important to me. . . .	VI	SI	NI
41. I felt I was too old for 4-H.	VI	SI	NI
42. I was no longer eligible to belong to 4-H . .	VI	SI	NI
43. 4-H favored certain members over others . . .	VI	SI	NI
44. my brothers or sisters left 4-H	VI	SI	NI
45. my friends left 4-H	VI	SI	NI
46. my friends didn't like 4-H.	VI	SI	NI
47. I couldn't meet members of the opposite sex .	VI	SI	NI

** Now look back over the reasons you checked as being important in your decision to leave 4-H. Please tell us which was the MOST IMPORTANT reason why you decided to leave 4-H, and put the number that is printed in front of that reason in the blank below:

_____ MOST IMPORTANT REASON WHY I LEFT 4-H

** Now tell us a little about your involvement in certain 4-H activities.
Check the ONE right answer that best applies to your 4-H participation.

1. Besides 4-H, how many other clubs, organizations, teams, or groups do you belong to?

(1) _____ none
(2) _____ one group
(3) _____ two groups
(4) _____ three groups
(5) _____ four groups
(6) _____ five groups
(7) _____ six groups
(8) _____ seven groups
(9) _____ eight or more groups

2. How many years old were you when you first joined 4-H?

(1) _____ less than 8
(2) _____ 8 years old
(3) _____ 9 years old
(4) _____ 10 years old
(5) _____ 11 years old
(6) _____ 12 years old
(7) _____ 13 years old
(8) _____ 14 years old
(9) _____ 15 or more years old

3. How many other members were there in your 4-H club when you left it?

(1) _____ none
(2) _____ 1-4 members
(3) _____ 5-8 members
(4) _____ 9-10 members
(5) _____ 11-12 members
(6) _____ 13-16 members
(7) _____ 17-20 members
(8) _____ 21-30 members
(9) _____ 31 or more members

4. How many of your friends were in 4-H when you were a member?

(1) _____ none
(2) _____ 1 friend
(3) _____ 2 friends
(4) _____ 3 friends
(5) _____ 4 friends
(6) _____ 5 friends
(7) _____ 6 friends
(8) _____ 7 friends
(9) _____ 8 or more friends

5. Who was your last 4-H leader?

(1) _____ my mother
(2) _____ my father
(3) _____ both my parents were my 4-H leaders
(4) _____ an adult my parents knew
(5) _____ someone else

6. How often did you attend the meetings of your local 4-H club?

(1) _____ never attended meetings
(2) _____ went to less than half
(3) _____ went to more than half of them
(4) _____ always attended the meetings

7. Have you ever gone to 4-H camp? How many times have you attended camp?

(1) _____ never went to 4-H camp
(2) _____ went to 4-H camp one time
(3) _____ went to 4-H camp twice
(4) _____ went to 4-H camp 3 or more times

8. What is the highest level 4-H demonstration or public presentation you have given?

(1) _____ never gave one
(2) _____ gave one to local club
(3) _____ gave one at county level
(4) _____ gave one at district level
(5) _____ gave one at state level

9. How many 4-H projects have you worked on? How many have you finished?

(1) _____ never started a 4-H project
(2) _____ started a 4-H project, but never finished it
(3) _____ started one or more projects, but finished only one
(4) _____ started and finished more than one 4-H project

10. What is the highest level leadership position you have held in 4-H?

(1) _____ never an officer or committee member
(2) _____ was a committee member of a local club
(3) _____ was an officer or committee chairperson of local 4-H club
(4) _____ was an officer or committee chairperson of county 4-H group
(5) _____ was an officer or committee chairperson of district or state 4-H group

11. Were you ever involved with a 4-H judging contest or other 4-H competition?

(1) _____ I was never in a 4-H contest or other 4-H competition
(2) _____ I was only in one 4-H contest or other 4-H competition
(3) _____ I was in more than one 4-H contest or other 4-H competition

12. What is the highest award or recognition (pins, ribbons, certificates, trophies, trips, etc.) that you received in 4-H?

(1) _____ never received any 4-H award or recognition
(2) _____ received local 4-H club award or recognition
(3) _____ received county 4-H award or recognition
(4) _____ received district 4-H award or recognition
(5) _____ received state or national 4-H award or recognition

** For the following three questions, CHECK AS MANY ANSWERS THAT APPLY to you. **

13. Did your 4-H leader ever:

(1) _____ visit your home
(2) _____ take you to a county, district, or state 4-H activity
(3) _____ help you with your 4-H project

14. Did a 4-H agent ever:

(1) _____ visit your home
(2) _____ take you to a county, district, or state 4-H activity
(3) _____ help you with your 4-H project

15. As a 4-H member, did you ever:

(1) _____ help to plan a 4-H club meeting or program
(2) _____ travel to another county or state
(3) _____ get involved in a community service project

** Do you have any other comments about why you left the 4-H program, about what you liked or disliked about 4-H, or what could be done to make it better? Use the back of this page for additional comments.

** Please put your completed survey form in the envelope provided and mail to:

John A. Rutledge, Jr.
Extension 4-H Youth Specialist
105 Rolfs Hall - University of Florida
Gainesville, Florida 32611

THANK YOU VERY MUCH FOR HELPING THE FLORIDA 4-H PROGRAM!!

APPENDIX E

INITIAL COVER LETTER

105 Rolfs Hall
University of Florida
Gainesville, FL 32611

December 2, 1981

Dear

We have been told by the county 4-H office that you were a 4-H club member in 1980, but that you did not rejoin 4-H in 1981. About half of all 4-H club members leave the program each year. Daniel F. Culbert, a graduate student in the Department of Agricultural and Extension Education at the University of Florida, is concerned by this large membership loss. He is conducting a survey of members that have recently left 4-H.

The results of this survey will be used to make changes in 4-H that people like yourself suggest to us. The 4-H clubs need your honest opinions and suggestions so that we can give youth what they want and so that we can understand why people leave 4-H. Your answers will be grouped with other members that have left 4-H. While your survey form is numbered so that we can keep track of how many are returned, no one will be able to identify your answers to this survey.

Could you take about twenty minutes right now and complete this survey? We have provided a business reply envelope to return the completed form. Please return your survey before Friday, December 11. Mr. Culbert would be glad to send the results to you if you would like them. Thank you for your part in improving the Florida 4-H Program!

Sincerely,

John A. Rutledge
Extension 4-H Youth Specialist

APPENDIX F

REMINDER CARD

BACK

December 7, 1981

By now you should have received a survey about why you decided not to rejoin 4-H. If you have already returned your survey form, we thank you for your reply!

If you have not had the time to fill out the survey form, we would urge you to do so right now. Please send your completed survey form to us before Friday December 11th.

YOUR OPINION IS IMPORTANT TO US!!

Sincerely Yours,

Daniel F. Culbert
Graduate Student
Department of Agricultural and Extension Ed.
University of Florida

FRONT

Daniel F. Culbert
Department of Ag. & Extension Ed.
305 Rolfs Hall - University of Florida
Gainesville, Florida 32611

APPENDIX G

SECOND COVER LETTER

105 Rolfs Hall
University of Florida
Gainesville, FL 32611

December 16, 1981

TO: Dropout Research Participants

FROM: John A. Rutledge, Extension 4-H Youth Specialist

RE: Daniel Culbert's Survey

You were recently sent a survey that is being conducted by Daniel F. Culbert about why you decided to leave the 4-H program. Our records indicate that we have not received your completed survey form. If by chance you have just returned it, we would like to thank you for giving us your honest opinions about your membership in 4-H.

If you have forgotten or have been too busy to fill out the survey, we would urge you to take about twenty minutes and do so today. We have enclosed another copy of the survey form and a business reply envelope for your use. Your honest opinions and suggestions will be used to help improve the 4-H clubs in Florida. As your answers will be grouped with those of other youth, no one will be able to identify your individual answers.

Please return your survey before Thursday December 24th. Mr. Culbert would be glad to send the results to you if you would like them. Your opinions and suggestions will help those that guide the Florida 4-H program understand why so many 4-H members leave the program each year.

APPENDIX H

COMPARISON OF MAIL RESPONSES WITH TELEPHONE RESPONSES
N = 139

Variable	Degrees of Freedom	Chi-square values
age	8	3.76
sex	1	5.70*
race	5	8.70
county	2	0.50
length of residence	8	7.54
number of siblings	6	6.92
parent's marital status	5	3.43
father's employment status	6	6.25
mother's employment status	6	2.14
dropout's employment status	8	9.62
number of memberships held	8	9.28
age at initial enrollment	8	10.21

Appendix H-continued

Variable	Degrees of Freedom	Chi-square value
size of 4-H club	8	8.87
friends in 4-H club	8	5.15
familiarity with 4-H leader	3	4.76
4-H meeting attendence	4	4.50
4-H camping attendence	4	4.51
4-H presentations given	5	10.46
4-H projects completed	4	2.01
4-H leadership positions held	5	4.71
4-H competition involvement	3	2.73
4-H awards received	5	3.87
4-H leader assistance received	7	11.44
4-H agent assistance	7	9.09
involvement in 4-H planning, travel, or service projects	7	8.36

*$p < .05$.

APPENDIX I

SUMMARY OF UNUSABLE RETURNS
N = 46

County of Residence:	Dade	Broward	Palm Beach	Total
respondent still a 4-H member	8	4	1	13
respondent never a 4-H member	4	0	0	0
returned as undeliverable	18	4	7	29
total - all reasons	30	8	8	46

APPENDIX J

POINT VALUES ASSIGNED TO 4-H ACTIVITIES USED
TO GENERATE 4-H PARTICIPATION SCORE

---

6. How often did you attend the meetings of your local 4-H club?

(1) 1 never attended meetings
(2) 2 went to less than half
(3) 3 went to more than half
(4) 4 always attended them

7. Have you ever gone to 4-H camp?

(1) 1 never went to camp
(2) 2 went to camp once
(3) 4 went to camp twice
(4) 5 went to camp 3+ times

8. What is the highest level 4-H demonstration you have given?

(1) 1 never gave one
(2) 2 gave one to club
(3) 4 gave one at county
(4) 4 gave one at district
(5) 5 gave one at state

9. How many projects have you worked on? How many have you finished?

(1) 1 never started a 4-H project
(2) 2 started a 4-H project, but never finished it
(3) 3 started one or more projects, but only finished one
(4) 4 started and finished more than one 4-H project

10. What is the highest level leadership position you have held in 4-H?

(1) 1 never an officer or committee member
(2) 2 was a committee member of a local club
(3) 3 was officer or chairperson of local 4-H group
(4) 4 was officer or chairperson of county 4-H group
(5) 5 was officer or chairperson of district or state 4-H group

Appendix J-continued

11. Were you ever involved with a 4-H competition?

(1) 1 I was never in a 4-H competition
(2) 3 I was in only one 4-H competition
(3) 4 I was in more than one 4-H competition

12. What is the highest level award or recognition you received in 4-H?

(1) 1 never received any 4-H award or recognition
(2) 3 received local 4-H club award or recognition
(3) 4 received county 4-H award or recognition
(4) 4 received district 4-H award or recognition
(5) 5 received state or national 4-H award or recognition

15. As a 4-H member, did you ever:

(1) 2 help to plan a 4-H club meeting or program
(2) 2 travel to another county or state
(3) 2 get involved in a community service project

1 score for no response to questions 6-12

0 score for no response to question 15

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BIOGRAPHICAL SKETCH

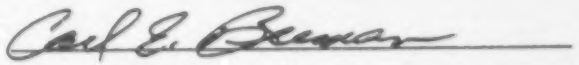
Daniel Freas Culbert was born on August 9, 1955, in Woodbury, New Jersey. He is the son of Dr. and Mrs. Walter M. Culbert. In 1965 he joined the Village Vikings 4-H Club and was involved in 4-H projects in horticulture, forestry, photography, safety, entomology, and public speaking. Culbert earned state honors in the 4-H photography program during 1971. In 1973 he was named Mr. 4-H of Gloucester County, was chosen as a delegate to the National 4-H Conference, and was elected President of the New Jersey State 4-H Youth Council. He earned a National 4-H Agribusiness Careers Scholarship in 1976.

Culbert graduated from West Deptford High School in 1973. From 1973 to 1977 he attended Cook College of Agriculture and Environmental Science at Rutgers--The State University of New Jersey. He earned his Bachelor of Science with High Honors with a major in agricultural science in 1977.

From 1977 to 1980 he taught vocational agriculture at S. S. Seward Institute in Florida, New York, and at West Orange High School in Winter Garden, Florida. He married Miriam Yolanda Soto in 1979.

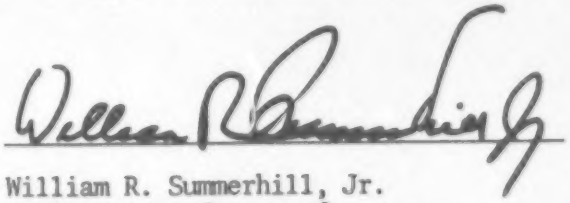
Culbert entered the College of Agriculture at the University of Florida in 1980 to pursue a Master of Science in agricultural and Extension education. He served as a graduate assistant in that department in 1981. He was granted a fellowship by the Broward County 4-H Foundation in 1982 to coordinate their 4-H programs. Later that year, he was appointed as Extension 4-H Youth Agent in Broward County by the Florida Cooperative Extension Service.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.



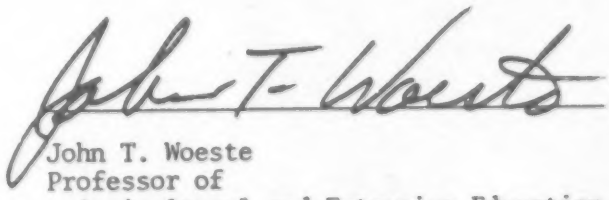
Carl E. Beeman, Chairman
Professor and Chairman of
Agricultural and Extension Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.



William R. Summerhill, Jr.
Assistant Professor of
Agricultural and Extension Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.



John T. Woeste
Professor of
Agricultural and Extension Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

John A. Rutledge, Jr.

John A. Rutledge, Jr,
Assistant Professor of 4-H and
Other Youth Programs

This thesis was submitted to the Graduate Faculty of the College of Agriculture and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Master of Science.

April, 1983

Jack L. Fry

Dean, College of Agriculture

Dean for Graduate Studies and Research

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